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ABSTRACT

The status of foreign language in the elementary school (FLES) is discussed in an attempt to dispell the myth that there are few successful FLES programs in the U.S. Results of an eight-state survey show that 18% of the responding elementary schools report that they do teach foreign language. Descriptions of eighteen innovative programs confirm that there are highly successful programs of the following types: (1) language immersion (programs in which most of the elementary school classes are taught in the foreign language); (2) partial immersion (programs in which up to 50% of the classes are taught in the foreign language); (3) curriculum integrated foreign language instruction (programs in which the daily language class is conducted in the foreign language and is supplemented by additional culture and language study in the regular classroom); (4) FLES (programs that have foreign language from one to five days a week and emphasize oral communication); and (5) foreign language experience (FLEX) (programs that aim at exposing children to basic concepts of foreign language). Recommendations for elementary foreign language programs cover the following topics: definition of goals, articulation, language assessment, program administration and cost, parent and administrator support, resource materials, teachers, and supplemental classroom activities. The literature review covers optimal age for learning a foreign language and program design and evaluation. An extensive bibliography including curriculum resource guides completes the volume. (NCR)

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ELEMENTARY SCHOOL FOREIGN LANGUAGE INSTRUCTION IN THE UNITED STATES: INNOVATIVE APPROACHES FOR THE 1980's

Final Report for Grant No. G00-80-02125

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I. INTRODUCTION

There has been much debate among educators in the last decade about the status of foreign language programs at the elementary school level. This report was undertaken in order to investigate what is going on in elementary schools across the country. While a nationwide enrollment study 20 years ago (Breunig, 1960) found that more than 1.25 million elementary school children were studying foreign language in elementary schools, the most recent surveys would lead us to believe that foreign language in the elementary school (FLES) is a dying phenomenon. In reality, results of the present project indicate that there is much activity in elementary school language instruction, and public interest seems to be extremely high in many areas and at least incipient in others. Because of this interest, there is an urgent need to gather information on the extent and nature of elementary school foreign language instruction in general, and to identify and study some of the most promising modes of such instruction as they exist in schools today, so as to have this information available to those who are considering instituting programs.

If one were to judge the level of activity in elementary school language instruction in this country upon the most recent published surveys, one would have to conclude that the phenomenon was virtually non-existent in American schools, and that it was on its way to extinction. A survey of state foreign language supervisors conducted by Adcock (1976) concluded that, with the exception of a few localities and states where significant programs existed, "FLES...is an almost completely defunct creature." Two years later, Neel (1978) reported that 17 of 23 state foreign language coordinators indicated that FLES had either disappeared or significantly declined in the recent past. Neel noted that the vast majority of the states indicating a decrease or disappearance of FLES activity cited financial reasons. Although neither of these surveys claimed to be a representative national study of enrollment in elementary language instruction, one could surmise from them that the number of such programs in this country had declined alarmingly.

The Center for Applied Linguistics (CAL) felt that this conclusion had to be erroneous. There was likely to be more interest in the area of FLES than these recent surveys showed. Furthermore, there are some innovative approaches to elementary school language instruction that appear to hold great promise for the

future. This is indicated by a high level of public interest in elementary school foreign language instruction. In a recent public opinion poll commissioned by the President's Commission on Foreign Language and International Studies (Eddy, 1980b), 76% of the respondents from a nationally representative sample indicated that they thought foreign language instruction should be offered at the elementary school level, and 42% believed that foreign language instruction should be required in elementary school. In addition, CAL is receiving an increasing number of inquiries from parents interested in beginning some sort of language instruction for their children. Further, both the foreign language and the general elementary school pedagogical literature include an increasing number of references to program start-ups and other FLES-related activities. For example, the October 1979 issue of Instructor magazine, a journal intended for elementary school teachers, included a four-page article outlining some rudiments of elementary school language instruction for the uninitiated elementary teacher. Recent issues of American Education have discussed Chicago's Elementary "Language Academies" (May 1980) and Milwaukee's language immersion program (July 1981). One can only conclude that public interest in elementary school foreign language instruction is on the increase. In addition, a recent poll of the membership of the Northeast Conference of the Teaching of Foreign Languages (NEC) indicated that FLES activity is likely to be considerably more widespread than reported by Neel and Adcock. Over 20% of the NEC survey respondents indicated that there was a FLES program in their school district or private school (Eddy, 1980a).

Contrary to much of the recent published information about the state of elementary school foreign language instruction in this country, these findings indicated that the time had come to take a serious look at what is happening, to gather data on the kinds of programs in existence, and to focus more specifically on those programs that appear to be most promising.

The type of research we conducted was specifically called for in the report of the President's Commission on Foreign Language and International Studies, which recommended "funding for...early language training, as was attempted through...FLES programs in the early 1960s, but subsequently abandoned...[and for]...immersion programs employing the foreign language to teach other subjects." (p39-40).

The objectives of the current project were as follows:

1. To gather recent bibliographic information about elementary school foreign language instruction, and to make this bibliography as accessible as possible to potential readers through the ERIC system and otherwise. This bibiography was to include items on research questions, curriculum, and program description and evaluation.
2. In selected states, to gather basic information about the extent of elementary foreign language instruction in representative school districts for both in-school and after-school programs.
3. In school districts where innovative programs were identified, to collect extensive information about the district, the program itself, and the place which the program occupies within the district's foreign language curriculum at both the elementary and the secondary levels.
4. To provide professionals, administrators, and teachers from representative innovative programs an opportunity to meet, to exchange ideas, and to chart directions for the future.
5. To provide a published record of our investigation which will serve as a resource for those considering implementing elementary school foreign language instruction in the near future.

Five types of innovative programs were observed and serve as the basis for this report: total immersion, partial immersion, curriculum-integrated foreign language instruction, revitalized FLES, and foreign language experience (FLEX). Two bilingual education programs aimed at teaching English to non-native speakers were included in the site visits but are not the main focus of this study. The model with the most ambitious fluency goals, total immersion, refers to programs that teach the regular elementary school curriculum through the medium of the foreign language. Partial immersion refers to programs that teach up to 50% of their classes through the medium of the foreign language. The curriculum-integrated model conducts daily foreign language classes in the foreign language, and includes additional language and culture instruction taught by the regular classroom teacher. The revitalized FLES model includes before/after or during school classes with a conversational emphasis as well as

a cultural awareness emphasis. The FLEX approach was developed in the 1970s as a result of decreased budgets and increased interest in foreign language. The purpose of FLEX is to give the children an exposure to the foreign language and culture; fluency is not a goal. The FLEX program, with its limited goals, is designed so that classroom teachers with little knowledge of the foreign language can learn along with their students. Up to three languages have been introduced to a class in one year with this approach.

The purpose of this report is to present our findings of the research on these programs. The report is organized as follows: literature review, results of survey, general overview of site visits with summaries of the 18 schools visited, recommendations for elementary foreign language programs, and conclusions.

II. LITERATURE REVIEW

The purpose of this review is to acquaint the reader with relevant literature that deals with diverse aspects of foreign language teaching at the elementary level. The discussion will be grouped under three general headings. The first is the optimal age at which children should begin to study foreign language. Second, literature dealing with program design, including revitalized FLES, foreign language experience (FLEX), and immersion will be cited. The third area is a review of the evaluation literature for both immersion and FLES programs, focusing on whether these programs meet their stated objectives. The bibliography also contains a list of instructional materials used in elementary foreign language classes, and a list of publications that describe the history of early foreign language instruction in the U.S.

Optimal age for learning a foreign language

There has been much debate in the past decades concerning the optimal age for learning a foreign language. Is there an age that is best for learning a foreign language? It has been a common belief that younger children learn languages more easily than adults and have a "better ear" for aquiring a second language. Research studies have produced conflicting data -- some indicating that younger language learners do better, and others suggesting that older language learners succeed more rapidly and efficiently.

Genesee (1978), in a discussion of optimal age for starting second language instruction, argues that there are advantages related to time and learner efficiency that are associated differentially with early and late instruction in a second language. He concludes from past studies concerning the learning rate of students at different ages that older students seem to be more efficient learners than younger students. In other words, given the same amount of time, adolescents will learn as much or more than younger children. However, at the same time, there is a disadvantage to starting second language instruction late, namely, the reduced amount of time available for learning. Therefore, the advantage of early instruction in a second language is similar to that of early instruction for any skill; the earlier one starts, the more instructional contact is possible. Genesee concludes that the advantages of extended time and opportunities furnished by early instruction suggest that the advantage seems to lie with an early beginning followed by work at the secondary level.

A major study whose results are in direct conflict with the "earlier the better" language learning theory was conducted by Burstall et al. (1974). It involved a ten-year study of French instruction in the primary schools in England. The purpose of the longitudinal study was to examine the factors affecting the development of foreign language skills in the normal school environment (1974, p20). Two national samples of primary schools pupils, comparable in ability and socioeconomic status, were taught French under reasonably controlled conditions over a period of several years. When comparing the language achievement of the group who began the study of French at age eight with those who began at age eleven, it was concluded that there is no substantial differential gain by students who began to learn at age eight. The only area in which the pupils taught French from the age of eight consistently showed any superiority was that of listening comprehension. The researchers claimed that although the differences between the various groups of pupils were statistically significant, they were hardly "substantial" in nature. Although those taught French at age eight did not appear to gain in subject mastery, they did appear to improve in attitudes toward language learning. They retained a more favorable attitude toward speaking the language than did those who were not introduced to French until the age of eleven. Burstall et al. concluded from their findings that "the weight of the evidence has combined with the balance of opinion to tip the scales against a possible expansion of the teaching of French in primary schools."

In response to Burstall's study, H. H. Stern (1976) warns of the danger of creating a false dichotomy between the neurologist Wilder Penfield's theory of early language learning (which provided the impetus for many of the theorists promoting early language learning), and Burstall's theory of later language learning. Stern warns against having to make a clear choice between the two theories. In accordance with Genesee, Stern suggests that, on developmental grounds, each age in life probably has its peculiar advantages and disadvantages for language learning. To approach the problem, he suggests that agreement needs to be reached on the ultimate proficiency levels that should be achieved in school. Then, the amount of time needed for effective language learning, given different methodologies and expertise, should be defined. Lastly, the starting level and approach should be decided in an experimental and pragmatic way. He notes that in the 1960s the mistake was made of expecting miracles by

merely starting young. Thus, he warns that starting late as such is not the answer either (1976, p292).

In support of the "earlier the better" theory, Seliger, Krashen, and Ladefoged (1975) present data indicating that puberty may be an important turning point in language learning ability. Their data came from a survey in a non-classroom setting of non-mother tongue speakers of English and Hebrew who immigrated to the U.S. and Israel at ages "9 and under," "10 to 15" and "16 and over." Results suggest that there are limits to the degree of linguistic perfection that may be expected from adult second language learners. Members of the 9-and-under group, for the most part, self-reported that most speakers of their target language thought they were native speakers. In contrast, most members of the 16-and-over group felt they still had a foreign accent. The number of subjects in the 10-15 year old group who reported a non-native like accent in the second language was nearly identical to the number who reported no accent. It is suggested that there is a real difference between adult and child language learning. Seliger, et al. conclude that more "detailed investigation of lingustic competence in young and older second language learners will clarify how and why puberty has the effect it does on language learning."

In contrast, Snow and Hoefnagel-Höhle (1977) reported findings suggesting that younger children are not better than older children and adults in learning accurate pronunciation of a second language. In a controlled laboratory study, adult learners (aged 21-31) performed significantly better on a pronunciation test of Dutch words than did students aged 15 and younger.

In a survey of the results of several research studies on the optimal age question, Krashen, et al. (1979) analyzed 17 experimental and naturalistic studies on second language attainment. On this basis they suggest three generalizations concerning the relationship between age, rate, and eventual attainment in a second language: (1) adults proceed through early stages of syntactic and morphological development faster than children (where time and exposure are held constant); (2) older children acquire a second language faster than younger children (again, in early stages of morphological and syntactic development where time and exposure are held constant); and (3) learners who begin natural exposure to second languages during childhood generally achieve higher overall second language proficiency than those who begin as adults.

While recent research reports have claimed to refute the hypothesis that there is a critical period for language acquistion, the available research is consistent with the three generalizations above. It is difficult to compare studies when some of them deal with language learning in the classroom while others deal with language acquisition in naturalistic settings. It is safe to say that, as of yet, there can be no generalization made as to a specific optimum age for acquiring a second language. Research has shown that older age groups perform better at certain tasks, while younger children have certain other distinct advantages.

Program design

The design of three main types of elementary foreign language programs will be discussed: revitalized FLES, foreign language experience (FLEX), and language immersion. Revitalized FLES programs of the 1980s are those that have classes up to five times a week either before, during, or after school. They are called "revitalized" because they take a different approach than the traditional FLES programs of the 1950s and 1960s. Unlike the traditional programs that were not aimed at development of communication skills, revitalized FLES programs emphasize conversational skills as well as cultural awareness. These programs vary in their specific goals and in the amount of time spent per day in the classroom. Unfortunately, there is little published material available on individual FLES programs. The material that is available is usually unpublished or not publicized. An exemplary FLES program design for before- and after-school classes is outlined in Fairfax County (Virginia) Public Schools', "Elementary Foreign Language Teacher-PTA Liason Handbook" (1979) and Program of Studies (1979). The basic content for elementary language classes is included as well as suggested dialogues and sentences for using the material. Also included are lists of available published resources and materials useful in the classroom. Fairfax's program is taught by foreign language specialists who are not required to have teaching certification.

On the other hand, another model FLES program in Lexington, Massachusetts Public Schools, takes place during the regular school day and is taught by full-time language specialists. Their "Foreign Language Curriculum Guide" (19[illegible]) outlines the course content for grades 4-6 as well as for grades 7-12. It includes a rationale for beginning foreign language at the elementary level, a summary of

the course of study, sample departmental FLES exams, games, songs, resources, and a list of available films.

The foreign language experience (FLEX) program (also called "LEX") is found in, among other areas, Anne Arundel County, Maryland, Indiana, and Kansas. FLEX proponents stress that FLEX is not aiming at fluency, but rather is an experiential or enrichment component of the primary grades curriculum (Indiana Department of Public Instruction, 1981). It is not intended as the beginning of a foreign language sequence, although it is used as an aid to help children decide which language to study at a later date. The great advantage of this method is that teachers with no previous background in foreign language may use it. They are given a two-day training course and then learn the language gradually along with the children. Self-explanatory audio tapes are included with each lesson to help the teacher and students learn the language. At Indiana, materials have been developed in French, Spanish, and German. A similar program was initiated by Anne Arundel County in 1978 at 18 elementary schools staffed by classroom teachers, parent volunteers, and high school teachers. The purpose of the Maryland program was to introduce, on a very informal basis, words, phrases, and simple conversations in a foreign language, in grades K-6. Because of the limited goals of FLEX, the same students can be exposed to more than one language per year.

The U.S. immersion programs are based generally on the Canadian model described in the monograph by W.E. Lambert and G.R. Tucker, Bilingual Education of Children: The St. Lambert Experiment (1972). Started in the U.S. in 1972, immersion programs teach all of the regular elementary school courses in grades K-2 through the medium of the second language, and gradually increase the amount of English in grades 3-6. By the time children in immersion programs complete the K-6 sequence, they are functionally fluent in a second language (i.e., able to function as a sixth grader in a French, German, or Spanish-speaking country would), and also do as well on tests of English word knowledge, word discrimination, and language usage as their peers taught only through the medium of English. The Canadian immersion model has been adopted in 13 areas in the U.S. and is described by Myriam Met in "Bilingual Education for Speakers of English" (1978); by Gabriel Jacobs in "An American Foreign Language Immersion Program: How To" (1978); and by William Derrick and Khorshed Randeria in "Early Immersion in French" (1979).

Variations of the total immersion model have evolved in different school systems, including a partial immersion model where less than 50% of the day is spent in the foreign language. Because these terms have been used to describe a variety of methods, clarification is necessary for the discussion. Total immersion, as described above, refers to programs where all the instruction is via the target language in the early years, and English instruction is gradually increased in the upper grades (3-6). Variations of the original St. Lambert 50/50 French/English ratio in the sixth grade are found in U.S. immersion programs. The Culver City, California program, for example, has a 60% Spanish, 40% English combination in sixth grade. Programs in San Diego, California and Montgomery County, Maryland have a higher percentage of classes taught in the foreign language through the sixth grade; their ratio is as high as 80/20. Milwaukee follows the St. Lambert model with a 50/50 ratio reached by sixth grade. The common element for all variations of the immersion model is that they start out in the early years with all instruction in the foreign language. Partial immersion refers to schools where up to 50% of the content area classes are taught in the foreign language (see, for example, the program description for Cincinnati Public Schools).

Program Evaluations

Much research has been carried out in Canada evaluating immersion programs, e.g. Genesee (1979), Swain (1978), McInnis et al. (1976), Barik and Swain (1975), Irvine (1976), and others. Stern et al. (1976) evaluated the three approaches to teaching French used by the four major boards of education in Ontario: "core" French, "extended" French, and French immersion. Core French refers to a daily period of instruction in French (equivalent to FLES); the extended program option involves partial immersion as defined above, where daily instruction in the French language may vary from a single subject content course to nearly 50% of the total instruction time; and immersion programs are those in which most of the instruction is in French. The Stern et al. study assessed the following for each program: progress in French, native language development, general educational progress, attitude development, and other psychological characteristics that might be influenced by the increased use of French in the curriculum. The study found that all three program options have potential for language learning; however, the authors warn against treating three types of programs as rigidly divided alternatives. They recommend a clearer definition of program objectives,

more attention to curriculum research and development, and greater concern for the cultural and affective aspects of the curriculum.

Other research (Edwards, 1976) included a longitudinal evaluation of the effects of immersion and core programs in Ottawa, comparing the language proficiency, linguistic development, social maturity, academic achievement, and intelligence of children in both programs. Children in third and fourth grade immersion classes were compared with those in the 60-minutes-per-day program. Also, progress of students in seventh grade immersion classes was compared with that of children in traditional seventh grade core programs, and 30-minute periods were compared with 60-minute periods for teaching French in grades five to eight.

Perhaps because of the quantity and excellent quality of research coming from Canada, little published research has been carried out in U.S. schools with the major exception of the Culver City, California program. As a result of its inception by scholars at the University of California at Los Angeles, there has been more interest in doing research on Culver City than on other immersion programs. For example, see Boyd (1974), Campbell (1972), Cathcart, (1972), Cohen (1974a, 1974b, 1975, 1976) Cohen et al. (1973), Galvan (1978), and Lebach (1974), among others. Studies of the original pilot group in kindergarten (Cathcart, 1972) and in first grade indicate that the students: (1) have suffered no retardation in English oral or reading skills, (2) are able to achieve at grade level in non-language subject matter (math) taught in their second language, and (3) are effectively learning Spanish (Lebach, 1974). In an evaluation after the first two years, Cohen (1974b) notes that, as in the case of the St. Lambert study, the English-speaking students acquire competence in understanding, speaking, reading, and writing Spanish, while maintaining English-language proficiency. These students were also performing on a par with their English-speaking age group in other subject areas.

Other U.S. schools that have carried out evaluations of their programs generally report that immersion students do just as well as non-immersion students on English language achievement tests [for example, see San Diego's Intercultural Language Program (ILP) Newsletter (1980) and Milwaukee's test results (1981)]. These programs have been interested in proving to concerned parents that indeed

their children are doing as well as the non-immersion students in all the subjects. Now that immersion has a strong base in the United States, and American parents are becoming aware that immersion students do as well in their native language as the control students do, it is time for U.S. research to head in the direction of examining the degree of fluency achieved by these students in the foreign language. There is little research on this topic to date. Although immersion programs have specific objectives related to functional fluency, i.e. to be able to communicate fluently (understand, speak, read, and write) in the foreign language with the ability to function in the language in the classroom and everyday life, few, as yet, have attempted to systematically evaluate their programs in relation to their foreign language goals.

In regard to achievement in FLES programs, studies have been conducted comparing performance of FLES students and non-FLES students in upper-level language classes. Brega and Newell (1965) studied the effect of exposure to French in the elementary grades on the Modern Language Association (MLA-Cooperative) tests of listening comprehension, speaking, reading, and writing, and compared results with regular French III (non-FLES) students. The FLES group performed significantly better on all four MLA tests than did the group who began French in high school. A study was done in Hinsdale Public Schools, District 181, (Karabinus, 1976) to compare performance on four special auditory tests between groups of 5th, 6th, and 7th graders who had FLES beginning in the 5th grade, and 5th, 6th, and 7th graders who had had no foreign language instruction. At all grade levels, the means on Auditory Memory of Content (32-item test) for FLES students were significantly higher than the means for those not in foreign language programs.

An extensive FLES evaluation was carried out in the public school system of Fairfield, Connecticut in 1968 (Oneto, 1968). The purpose of the study was to investigate the degree to which the teaching of foreign languages in elementary school can produce high school graduates with language skills significantly superior to graduates whose only language study was in high school. When compared with previous studies, this study was unique because former FLES students in grades 9-12 were, for the most part, assigned to "continuing" classes separate from students who began learning a foreign language in high school. French and Spanish skills in speaking, reading, writing, and listening of stu-

dents in grades 10, 11, and 12 were measured with the MLA-Cooperative tests. Conclusions were reached that: (1) pupils who begin continuous study of a foreign language in grade three can achieve, in most instances, significantly greater skill in reading, writing, speaking, and understanding the language than their peers who begin language study in high school. (2) In the audio-lingual skills, high school sophomores who study a foreign language continuously from the third grade can be equal to or better than students two grades ahead of them who begin language study in high school. (3) High school students who study a foreign language continuously from the third grade can be as skillful in reading and writing the language as students one grade ahead of them who begin language study in high school.

As is true for the immersion programs, there is no standardized FLES test that can be used to assess language proficiency. Because of this, there is little published material on evaluation of FLES programs in relation to their objectives. Some FLES programs, like the one in Lexington, Massachusetts, have developed their own language assessment for the elementary level. Because FLES programs of the 1960s were criticized for having overly ambitious fluency goals or for not attempting to define their objectives, revitalized FLES programs of the 1980s must be extremely careful about stating their objectives and evaluating their programs.

III. SURVEY OF ELEMENTARY SCHOOL FOREIGN LANGUAGE INSTRUCTION IN EIGHT STATES

Because of the lack of data on the number and types of foreign language programs in U.S. elementary schools, a sample survey was conducted of randomly selected schools in eight states to find out how many programs these specific states have. Although these results cannot be generalized for the entire U.S., they can certainly be used to estimate the foreign language activity in these eight states. The eight states were chosen because we knew of at least one innovative elementary school foreign language program in each. The states surveyed were: California, Illinois, Maryland, Massachusetts, New York, Pennsylvania, Ohio, and Wisconsin.

How the survey was carried out

We obtained information on the number of elementary schools in the eight states from Market Data Retrieval (MDR) in Westport, Connecticut. From them, we received three sets of mailing labels addressed to a randomly chosen 5% sample of the elementary schools in the eight states. By MDR's definition, the term "elementary schools" includes K-3, K-6, K-8, K-12, and any other schools that have some primary grades. The schools were categorized according to geographic location (suburban, urban and rural) and type (public, private [non-Catholic], and Catholic). A post card questionnaire was sent to principals of the 1,237 schools asking, "Are foreign language(s) currently being taught in your elementary school?" Respondents who answered affirmatively were also asked to mark the language(s) taught, and write the name and address of the contact person at their school responsible for foreign language (see sample card appended). The post card was accompanied by an explanatory letter about the survey as well as a one-page description of the project. In an attempt to elicit a high response rate, the reply card was pre-stamped and addressed, and the schools merely had to check off answers and drop the card in the mail. As an added minor incentive, a complimentary CAL bookmark was enclosed.

Rate of response

The initial post card mailing yielded a 15% response from 1,237 elementary school principals. A second set of questionnaires with a reminder letter was subsequently mailed to the 1,056 non-respondents and produced replies from 272 additional schools, for an overall response rate of 37%. As can be seen in Table 1, the total response was 453 elementary schools out of 1,237.

Table 1: Rate of Return of Questionnaire

	Initial mailing	1st return		2nd return (follow-up)		Total return	% return
		frequency	%	frequency	%		
Suburban schools	532	82	15%	109	24%	191	36%
Urban schools	373	48	13%	81	25%	129	35%
Rural schools	332	51	15%	82	29%	133	40%
TOTAL	1,237	181	15%	272	25%	453	37%

Results of questionnaire

Of the 453 elementary schools responding, 18% reported that they do teach foreign languages either before, during, or after school. Fifty-two percent of the schools have never taught foreign language, while 25% reported that they have taught foreign language in the past, but do not do so currently. The remainder of the respondents (5%) reported that they were considering starting up foreign language classes but did not currently have them.

Table 2: Response by School Location

"Are foreign languages currently being taught in your elementary school?"

	YES	NO, but are considering	NO, but taught in past	NO, never
Urban schools	25%	6%	26%	43%
Suburban schools	19%	6%	27%	48%
Rural schools	11%	3%	23%	63%
TOTAL	18%	5%	25%	52%

In examining the responses in the four categories, the most disturbing finding is that 25% of the schools formerly taught foreign language but currently do not. However, it is not known how recently the schools that responded had dropped foreign language classes from their curriculum. Perhaps future studies can address the specific reasons why foreign language classes were discontinued at

some elementary schools. The 5% who reported they were considering starting foreign language classes will be contacted during the next year to find out what type of program they are considering and to offer CAL's assistance in initiating a program.

What states are teaching foreign languages?

In our results, Maryland, New York, California, and Massachusetts rank at the top of the eight states surveyed in the percentage of elementary schools teaching foreign language. Pennsylvania ranks next, while Illinois, Wisconsin, and Ohio rank the lowest.

Table 3: Response by State

"Are foreign languages currently being taught in your elementary school?"

STATE	YES	NO, but are considering	NO, but taught in past	NO, never	Total # schools responding	Total # contacted
MD	29%	10%	29%	32%	[illegible]	73
NY	28%	2%	27%	43%	67	174
CA	24%	8%	28%	40%	93	279
MA	13%	3%	37%	37%	30	107
PA	17%	0	20%	63%	54	161
IL	11%	6%	17%	66%	64	181
OH	9%	5%	24%	62%	68	165
WI	9%	4%	28%	59%	46	97
TOTAL	18%	5%	25%	52%	453	1,237

It must be kept in mind that these results show the relative numbers of elementary foreign language programs, and do not necessarily reflect quality. Some of the most innovative programs are found in the states with the least amount of foreign language activity, i.e. Milwaukee, Wisconsin's immersion program, Cincinnati, Ohio's immersion program, and Chicago's Language Academies.

What languages are being taught?

Spanish is the language reported taught by most schools (48 schools), followed by French (34 schools), German (7 schools), Latin (6 schools), and Italian, Pilipino, Cantonese, Seneca Indian, and Croatian (each taught at 1 school). Out of the 83 elementary schools that do teach foreign language, 14 teach more than one language.

Table 4: Languages Taught in Elementary Schools (by state)

	SPANISH	FRENCH	GERMAN	LATIN	ITALIAN	PILIPINO	CANTONESE	S.INDIAN	CROATIAN	UNIDEN.
TOTAL	48	34	7	6	1	1	1	1	1	1
CA	18	6				1	1			1
NY	10	9	1					1		
IL	6	4								
MD	6	3	1							
OH	3	3	1							
MA	2	6		2						
PA	2	3	2	4	1					
WI	1		2						1	

Which type of school teaches more foreign language?

The schools are divided into three types: public, private (non-Catholic, non-public schools), and Catholic. The private schools report teaching more foreign language at the elementary level than public or Catholic schools. Thirty three percent of the private schools teach foreign language, 23% of the Catholic schools, and 16% of the public schools.

Table 5: Response by Type of School

"Are foreign languages currently being taught in your elementary school?"

	YES	NO, but are considering	NO, but taught in past	NO, never
Private schools	33%	18%	21%	28%
Catholic schools	23%	5%	36%	36%
Public schools	16%	4%	24%	56%
TOTAL	18%	5%	25%	52%

Survey conclusion

The purpose of this survey was to give a general estimate of the amount of elementary school languge instruction in eight states. These results should not be interpreted as representing elementary language instruction in the entire U.S. However, the 18% of schools that do teach elementary foreign language give a good sense of the amount of early language instruction in the eight states surveyed. These results are contrary to the results of past surveys (Neal, 1978) and (Adcock, 1976) that found little, if any elementary instruction.

IV. SITE VISITS

Overview of site visits

In an effort to discover more about specific elementary school foreign language programs on a nationwide basis, site visits were planned to 18 schools across the country that were known to have innovative programs. These visits proved to be exciting and rewarding, and provided valuable insight into the workings of successful elementary foreign language programs.

Visits to programs typically lasted one day. At most schools, the principal as well as the person in charge of the program (foreign language coordinator, bilingual program supervisor, or foreign language curriculum specialist) were available to discuss the goals of the program, the amount of time spent daily in the foreign language, articulation procedures, parent support, source of funding, special program features, and other aspects of the program. After talking with administrators, next on the schedule were visits to at least three classes, usually a kindergarten or first grade, a second, third, or fourth grade, and a fifth or sixth grade. Within each program, classes were observed in all or most of the languages taught. Whenever possible, discussions were held with the teachers to obtain their ideas and suggestions about their program. As well as talking with administrators and teachers, every effort was made to converse with a number of students at each school to find out their views on studying a foreign language.

To present information obtained from the site visits in as succinct a way as possible, one-page descriptions of the program at each school were developed. These descriptions include: (1) the type of program (FLES, immersion, foreign language experience, partial immersion, or bilingual); (2) demographic information (who attends the school); (3) objectives of the program; (4) course sequence and contact hours (amount of time spent in foreign language class); (5) assessment procedures (type of tests given); (6) number of teachers and their qualifications; (7) source of funding; (8) articulation (availablity of continuing foreign language in secondary school); (9) special features of the program; and (10) the name of a contact person at the school from whom more detailed information may be obtained. Although these programs may differ in

ideology, goals, program size, and types of student, they have at least two factors in common: first, they all have enthusiastic support from parents, teachers, and principals, which proves to be an integral part of all successful foreign language programs; and second, there is unanimous concern with articulation from the elementary school programs to those at the junior and senior high levels.

The individual program descriptions are arranged in the following order:

A. Immersion --programs in which all the classes in the lower grades (K-2) are taught in the foreign language (instruction in English increases in the upper grades (3-6) to 20-50%, depending on the program)

1. Alpine School District, Orem, UT (Cherry Hill Elementary)
2. Culver City, CA (La Ballona Elementary)
3. Hayward Unified School District, CA (Baywood Elementary)
4. Holliston, MA (Miller Elementary)
5. Milwaukee, WI Public Schools
6. Montgomery County, MD (Four Corners Elementary)
7. San Diego City Schools, CA
8. Washington International School, DC

B. Partial immersion -- programs in which up to 50% of the classes are taught in the foreign language

1. Cincinnati, OH School District

C. Curriculum integrated foreign language instruction -- programs in which the daily language class is conducted in the foreign language; additional language and culture study in the regular classroom

1. Chicago, IL Language Academies

D. FLES -- programs that have foreign language classes from one to five days a week and emphasize oral communication

1. Baton Rouge, LA
2. Beverly Hills CA School District
3. Corpus Christi Independent School District, TX
4. Fairfax County, VA Public Schools
5. Lexington, MA Public Schools

D. FLEX -- programs that aim at exposing children to basic concepts of foreign language (fluency is not a goal)

1. Evansville, IN (Stockwell Elementary)

E. Bilingual -- programs that are mainly directed towards non-native English speakers (foreign language and English as a second language instruction is included)

1. Los Angeles Unified School District, CA (Tenth Street School)
2. Woodburn School District 103, Woodburn, OR

CHERRY HILL ELEMENTARY SCHOOL
Alpine School District, Utah

TYPE OF PROGRAM (started 1979)
-Spanish total immersion program (grades 1-4) within the school, adding one grade each year
-children, starting in 1st grade, receive all instruction in Spanish

DEMOGRAPHIC INFORMATION
-program open only to students within school's attendance area
-middle class area
-68 students in immersion in school of 725

OBJECTIVES
-students who complete the K-6 sequence should be able to communicate fluently (understand, speak, read, and write) in Spanish as well as master the subject matter

COURSE SEQUENCE AND CONTACT HOURS
-1st grade--Spanish reading taught in first semester
--all subjects taught in Spanish, including art, physical education (by classroom teacher), and music
-2nd grade--all subjects taught in Spanish
-3rd/4th combination--all subjects taught in Spanish
--some English taught informally

ASSESSMENT PROCEDURES
-standardized achievement tests

TEACHERS
-3 teachers: two native Spanish-speaker from Mexico, one with overseas experience

FUNDING
-local funding

ARTICULATION
-foreign languages are offered in junior high and high school
-immersion students have not reached junior high, so they have not yet planned a continuation program

SPECIAL FEATURES
-school has started a community Spanish program offering night classes for parents and the general public

CONTACT PERSON
-Mrs. Janet Spencer, Principal
Cherry Hill Elementary School
250 East 1650 South
Orem, UT 84057
(801) 225-3387

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LA BALLONA ELEMENTARY SCHOOL
Culver City, California

TYPE OF PROGRAM (started 1971)
- -Spanish total immersion program (grades K-6) within the school
- -children, starting at age 5, receive all instruction in Spanish
- -English language arts introduced in 2nd grade

DEMOGRAPHIC INFORMATION
- -children from all parts of school district may attend
- -majority of students are from middle and upper-middle class families

OBJECTIVES
- -students who complete the K-6 immersion sequence should be functionally fluent in Spanish; "functional fluency" is a level of competency that enables the student to manage in a Spanish-speaking country as do 11-year-olds in that country

COURSE SEQUENCE AND CONTACT HOURS
- -kindergarten and 1st grade--only Spanish spoken by teacher; children respond in Spanish and English
  2nd and 3rd grades--only Spanish spoken by teacher except for an extra hour at end of day when English reading and language arts are taught
- -4th/5th/6th grades--about 60% Spanish, 40% English

ASSESSMENT PROCEDURES
- -research studies have been made of the Culver City pilot group

TEACHERS
- -elementary certified with foreign language fluency
- -many native speakers

FUNDING
- -local funding

ARTICULATION
- -junior high school is "trying to meet the needs of individual immersion students" entering junior high within the scope of the existing program offered
- -immersion students may enroll in junior high Spanish class for native speakers

SPECIAL FEATURES
- -immersion students in grades 2 and 3 receive one extra hour of class daily

CONTACT PERSON
- -Mr. Eugene Ziff, Principal
  La Ballona Elementary School
  10915 Washington Blvd.
  Culver City, CA 90230
  (213) 839-4061 x229

10/81

BAYWOOD ELEMENTARY SCHOOL
Hayward Unified School District, California

NOTE: THIS PROGRAM WAS TERMINATED IN JUNE 1981

TYPE OF PROGRAM (started 1975)
-Spanish total immersion program (grades K-6) within the school
-children, starting at age 5, receive all instruction in Spanish
-English language arts introduced in 2nd grade

DEMOGRAPHIC INFORMATION
-middle class population
-school is open to students from entire school district

OBJECTIVES
-students who complete the K-6 immersion sequence should be able to communicate fluently (understand, speak, read, and write) in Spanish as well as master the regular curriculum

COURSE SEQUENCE AND CONTACT HOURS
-kindergarten and 1st grade--teacher speaks only Spanish and children respond in Spanish and English
-grades 2, 3, 4--only Spanish used in the classroom (except in English class)
-grades 5,6--only oral Spanish, but some written instructions and reading & writing assignments in English

ASSESSMENT PROCEDURES
-standardized achievement tests

TEACHERS
-3 teachers
-2 native speakers, 1 with overseas experience
-elementary certified with native language fluency

FUNDING
-local funding

ARTICULATION
-students from this elementary school go to different junior highs and high schools in the district, so immersion is not continued in any school

SPECIAL FEATURES
-Spanish classes for adults are taught at the school as a community service

CONTACT PERSON
-Mr. Barney Moura, Principal
Baywood Elementary School
Hayward Unified School District
Box 5000
Hayward, CA 94545

MILLER ELEMENTARY SCHOOL
Holliston, Massachusetts

TYPE OF PROGRAM (started 1979)
-French total immersion program (grades K-4) within the school (presently serves K,1,2)
-children, starting at age 5, receive all instruction in French

DEMOGRAPHIC INFORMATION
-middle class community
-students from the school's attendance area only

OBJECTIVES
-students who complete the K-4 sequence should be able to communicate fluently (understand, speak, read, and write) in French as well as master the regular English subject matter

COURSE SEQUENCE AND CONTACT HOURS
-kindergarten--2 hours and 40 minutes, taught completely in French
-1st and 2nd grade-teaches regular grade level curriculum in French; uses French reader instead of regular English reader

TEACHERS
-3 teachers with overseas experience
-1 French-speaking classroom aide

FUNDING
-local funding (K-4)
-"Towards Internationalism" has grant under Title IV-C (grades 5-12)

ARTICULATION
-elementary program is component I of the "Towards Internationalism" program in Holliston aimed at teaching foreign languages in grades K-12 (total local funding K-4)
-component II is Spanish intermediate immersion for grades 5-8 (started February 1981)
-component III is language immersion in uncommonly taught languages (Russian, Chinese, Japanese, Portuguese, Arabic, and Swahili) in grades 9-12 (due to cutback in federal funds, this component has been postponed for 1981-82)

SPECIAL FEATURES
-learning area environment reflects cultural atmosphere; all communication (written and spoken) is in French
-sign outside of first grade classroom stating "No English to be spoken in this class"
-highly involved and supportive parent group

CONTACT PERSON
-Mr. James Palladino, Principal
Miller School
Woodland Street
Holliston, MA 01746
(617) 429-1601

10/81

MILWAUKEE, WISCONSIN PUBLIC SCHOOLS

TYPE OF PROGRAM (started 1977)
- -total immersion magnet language schools in German, Spanish, and French
- -children, starting at age 4, receive all instruction in the second language
- -English introduced in 2nd grade, and amount is increased through 6th grade

DEMOGRAPHIC INFORMATION
- -450 students enrolled in 3 language programs at 2 schools, reaching a maximum of 800 once program completes its sequence
- -all socioeconomic levels represented in the schools

OBJECTIVES
- -Students who complete the K-5 immersion sequence should be able to:
  - *communicate fluently (understand, speak, read, and write) in the second language with ability to function in the language in the classroom and everyday life;
  - *perform in English language arts and on the Milwaukee Public Schools' Continuum of Reading Skills as well or better than their monolingual peers;
  - *acquire an understanding, knowledge, and appreciation of other cultures;
  - *achieve such proficiency in the second language and in English that they are able to continue their studies in both languages;
  - *achieve skills and knowledge in all subject areas equal to or greater than their monolingual peers, as measured by the Milwaukee Public Schools' standardized testing program.

COURSE SEQUENCE AND CONTACT HOURS
- -4-and 5-year-old kindergarten students receive all instruction in the second language
- -1st grade--taught to read in the second language
- -2nd grade--English reading and language arts are introduced for 30/min/day
- -3rd grade--English reading and language arts increased to 60/min/day
- -4th, 5th, 6th grade--amount of subject matter taught through English is increased until a 50/50 ratio is reached

ASSESSMENT PROCEDURES
- -Milwaukee Public Schools' standardized tests

TEACHERS
- -elementary certified teachers with foreign language fluency

FUNDING
- -local funding

ARTICULATION
- -continuation immersion in middle school (grades 7 and 8) and high school including one subject content course taught through the second language (i.e. math, science, art), and one immersion language course
- -when the Spanish and French students reach middle school and high school, they also will be offered immersion classes

SPECIAL FEATURES
- -full immersion for 4-year-old kindergarten

CONTACT PERSON
- -Helena Anderson, Foreign Language Curriculum Specialist
  Milwaukee Public Schools, P.O. Drawer 10K
  Milwaukee, WI 53201 (414) 475-8305

10/81

FOUR CORNERS ELEMENTARY SCHOOL
Montgomery County, Maryland

TYPE OF PROGRAM (started 1974)
-French total immersion program (grades 1-6) within the school
-children, starting at age 5, receive all instruction in French
-English language arts introduced in 2nd grade

DEMOGRAPHIC INFORMATION
-185 students enrolled in French immersion program
-59% from outside the school's attendance area

OBJECTIVES
-students should learn the regular Montgomery County curriculum as well as become "substantively fluent" in French
-"substantively fluent" refers to the ability of 6th graders to to manage in a French-speaking country as do 11-year-olds in that country
-program is based on the theory that language is learned best when there is a need to understand and communicate in that language

COURSE SEQUENCE AND CONTACT HOURS
-immersion classes for grades 1/2, 3/4, and 5/6
-English language arts introduced in grade 2
-all classes taught in French except English language arts (grades 2-6), art, music, and physical education

ASSESSMENT PROCEDURES
-California Achievement Tests
-English reading comprehension scores of immersion students at Sligo Junior High (where most Four Corners students go) are examined to assess English achievement

TEACHERS
-French fluency required as well as teacher certification in any area
-teachers without elementary certification must agree to work toward certification

FUNDING
-small outside funding

ARTICULATION
-continuation immersion in Sligo Junior High (grades 7 and 8) in social studies class taught in French

SPECIAL FEATURES
-"peer teaching" used where older students, especially new students with limited French, assist in the younger classes while learning basic French
-parents must agree to make a visible commitment (that their child is aware of) to the program, i.e. encouraging use of French books and records at home and/or taking French courses themselves

NOTE: IMMERSION PROGRAM WILL PROBABLY BE MOVED TO ANOTHER SCHOOL FOR 1982

CONTACT PERSON
-Mr. Gabriel Jacobs, Principal
Four Corners Elementary School
325 University Blvd. West
Silver Spring, MD 20901
(301) 593-1125

10/81

SAN DIEGO CITY SCHOOLS, CALIFORNIA

TYPE OF PROGRAM (started 1977)
- -total immersion magnet language program within schools in French and Spanish (for children who begin in grades K-2)
  - --children receive all instruction in the foreign language; English language arts introduced in 3rd grade
- -partial immersion offered for chidren who begin in grades 3-6

DEMOGRAPHIC INFORMATION
- -771 students enrolled in immersion programs at 3 elementary schools
- -racially integrated school systen as a result of busing

OBJECTIVES
- -students who complete the K-6 immersion sequence should be "functionally fluent" in the foreign language, enabling them to function in a Spanish or French-speaking country as would a 6th grader in that country

COURSE SEQUENCE AND CONTACT HOURS
- -2 models: 1. total immersion (for students who enter in grades K-2) grades K-2 have 100% immersion; grades 3-6 have 80% of day immersion, 20% in English
  2. partial immersion (for students who enter in grades 3-6) grades 3-6 have 50% immersion; subjects taught through second language are math, science, reading, physical education, music, and art

ASSESSMENT PROCEDURES
- -Comprehensive Test of Basic Skills (CTBS)(California State Test) is used in English in all grades
- -Basic Inventory of Natural Language (BINL) used to measure Spanish and French oral language

TEACHERS
- -37 teachers as well as 37 native-speaker teacher aides
- -elementary certified with foreign language fluency
- -many native speakers

FUNDING
- -Emergency School Aid Act (ESAA) funding
- -State School Improvement Program (SIP) funding
- -National Endowment for the Humanities (1977-1981)
- -local funding

ARTICULATION
- -50% immersion for grades 7-12
- -junior high immersion includes science, math, art, home economics, Spanish language arts, music, and physical education taught in Spanish
- -high school has three subjects taught in Spanish

SPECIAL FEATURES
- -gifted component for grades 3-6 of Spanish immersion
- -grades 4 and 5--day-trip to Tijuana, Mexico
- -grade 6--two-day trip to Ensenada
- -grade 7--trip to Mexicali; live with Mexican families and attend Mexican school for 5 days
- -grades 8 and 9--two-week trip to Mexico City

CONTACT PERSON

-Mr. Harold B. Wingard, Currriculum Specialist
Foreign Language Education/San Diego City Schools
4100 Normal St., San Diego, CA 92103
(714) 293-8440

10/8

WASHINGTON INTERNATIONAL SCHOOL
(Junior House), Washington, D.C.

TYPE OF PROGRAM (started 1966)
- -independent, co-educational, partial language-immersion school in French or Spanish
- -Junior House attended by children age 3-10
- -regular subjects--reading and writing, mathematics, science, history, and geography--taught in French and English or Spanish and English
- -alternates one full-day taught in English and one full-day taught in foreign language

DEMOGRAPHIC INFORMATION
- -550 students in nursery school through grade 12, from 80 countries
- -one third of students have French or Spanish as native language
- -one half of students from U.S.

OBJECTIVES
- -to meet the need for a school to serve the international community in Washington as well as those Americans who want their children to study broader, more rigorous syllabuses than those used in local schools

COURSE SEQUENCE AND CONTACT HOURS
- -3-year-olds--half-day language immersion in Spanish or French
- -4-year-olds--half-day language immersion in Spanish or French and half-day in English
- -5-year-olds--choice between a) intensive year of French or Spanish and b) alternate days in English and French or Spanish
- -6-8-year-olds--one full-day of English alternating with one in French or Spanish
- -9-and 10-year-olds--half-day language immersion in Spanish or French and half-day in English

TEACHERS
- -60 full-time equivalent teachers from 30 countries

FUNDING
- -tuition

ARTICULATION
- -older students (age 11-17) attend classes in which some subjects are taught in French/Spanish and English at the upper-school campus nearby

SPECIAL FEATURES
- -5-year-old French or Spanish immersion year
- -scholarships offered to exceptionally able students whose parents cannot afford the fees

CONTACT PERSON
- -Dorothy Goodman, Director
  Washington International School
  3100 Macomb Street, NW
  Washington, DC 20008
  (202) 244-0959

10/81

CINCINNATI, OHIO SCHOOL DISTRICT

TYPE OF PROGRAM (started 1974)
- -partial immersion magnet language schools in Spanish, French, and German (K-8)
- -English is used to teach basic skills and the second language is used to reinforce content area instruction
- -half the day is spent in English; half in the foreign language in some schools and grades

DEMOGRAPHIC INFORMATION
- -2,200 students enrolled in three language programs
- -racially integrated school system as a result of voluntary busing

OBJECTIVES
- -Develop proficiency in a second language
- -Reinforce in second language what is taught in English

COURSE SEQUENCE AND CONTACT HOURS
- -kindergarten students receive English instruction for half a day and second language instruction for half a day
- -in grades 1-8, subject matter is first taught in English, then reinforced in the second language
- -amount of subject matter taught in English varies from 50% to 75%
- -separate foreign language classes for students who enter the school in second grade or later

ASSESSMENT PROCEDURES
- -standardized tests

TEACHERS
- -76 teachers
- -elementary certified with foreign language fluency
- -many native speakers

FUNDING
- -local funding

ARTICULATION
- -continuation immersion in Middle School (grades 6-8)
- -option of entering International Studies Program in high school that includes international law, economics, comparative literature, art, and music courses with an international orientation
- -option of choosing the International Baccalaureate degree program

SPECIAL FEATURES
- -full-day kindergarten
- -students attend summer language immersion camps (only German as of yet)
- -summer travel/study option available in upper elementary/junior high grades

CONTACT PERSON

-Myriam Met, Bilingual Program Supervisor
Cincinnati Public Schools
230 East 9th St.
Cincinnati, OH 45202
(513) 369-4937

10/81

CHICAGO, ILLINOIS LANGUAGE ACADEMIES

TYPE OF PROGRAM
- -six public elementary schools with a language focus offer daily second language classes 20-40 minutes/day
- -magnet language schools with classes in Japanese, modern Greek, Polish, Russian, Spanish, Italian, German, and French for grades K-8
- -use of foreign language encouraged at all times in the class

DEMOGRAPHIC INFORMATION
- -2,000 students enrolled in 6 Chicago Language Academies
- -racially integrated school system as a result of busing

OBJECTIVES
- -intensive development of second language proficiency
- -exposure to foreign cultures--expand awareness and appreciation of ethnically and racially diverse population

COURSE SEQUENCE AND CONTACT HOURS
- -grades K-3 --20 minutes of foreign language daily
- -grades 4-6 --30 minutes of foreign language daily
- -grades 7-8 --40 minutes of foreign language daily

ASSESSMENT PROCEDURES
- -results of standardized English and math tests are compared to non-Language Academy Chicago elementary schools

TEACHERS
- -many native speakers
- -foreign language teachers have their own classrooms (the students come to them)

FUNDING
- -local funding
- -one school has state funding used for, among other things, language immersion camp during the school year

ARTICULATION
- -program is designed as a 13-year language study sequence
- -options available for students who wish to study languages for more than the usual high school sequence
- -graduates of the Language Academies are placed in advanced levels of foreign language and may earn a maximum of 3 years of credit through proficiency testing

SPECIAL FEATURES
- -learning-disabled children involved in foreign language classes
- -foreign exchange programs for elementary age children
- -integrated approach to second language learning that "interfaces" the foreign language curriculum with the regular elementary school program and involves the regular classroom teacher in foreign language activities
- -children attend summer foreign language camps and camps held during the school year

CONTACT PERSON
- -Edwin Cudecki, Director
  Bureau of Foreign Languages
  Chicago Board of Education
  228 N. LaSalle St., Room 858
  Chicago, IL 60601
  (312) 641-4048

10/81

33 PARISHES
STATE OF LOUISIANA

TYPE OF PROGRAM (started 1971)

-elementary school second language program with classes every day for half an hour
-grades K-6 classes in French, Spanish, Hungarian, Italian
-the Louisiana Department of Education, jointly with the Council for the Development of French in Louisiana (CODOFIL), developed a program that actively promotes and encourages the teaching of French and French heritage in elementary schools
-1980-81--also a total immersion program in La Belle Aire Elementary in Baton Rouge (see "Special Features below)
-1976--the La. Dept. of Ed., jointly with the CORDELL HULL FOUNDATION FOR INTERNATIONAL EDUCATION, developed programs that actively promote the teaching of Spanish and Italian languages and cultures

DEMOGRAPHIC INFORMATION

-33 parishes (school districts) in Louisiana have elementary school foreign language classes; all parishes eligible to participate

OBJECTIVES

-to provide Louisiana public elementary school children the opportunity to achieve proficiency in French, Spanish, Italian, and Hungarian by 12th grade through a continuous program from grade 1-12
-program initiated in the elementary grades on the premise that an early start in the sequential program should guarantee sustained interest and proficiency in French

COURSE SEQUENCE AND CONTACT HOURS

-elementary school instruction is 30 minutes/day in grades K-6

TEACHERS

-itinerant foreign language teachers include:
  a) foreign associate teachers from France, Quebec, Belgium, Italy, Hungary, and several Spanish-speaking countries
  b) Louisiana certified second language specialists

FUNDING

-state funding
-from France, Belgium, and Quebec for instructional materials, trained personnel, and pedagogical consultants
-also local funding

ARTICULATION

-no foreign participation w/ Cordell Hull program
-grade 1-6 program articulates with continuation Middle School/Junior High programs (grades 7-8) and with secondary programs (grades 9-12)

SPECIAL FEATURES

-State of Louisiana has unique relationship with the governments of France, Belgium, and Quebec, which supply them with French teachers and materials
-La Belle Aire Elementary School initiated 2 kindergarten immersion classes 1980-81, French and Spanish
  *tentative course sequence is: kindergarten--90% taught in second language; 1st, 2nd grades--80% in second language; 3rd, 4th grades--50% in second language; 5th, 6th--10% in second language
  *native speaker immersion teachers

CONTACT PERSON

-Ms. Mary Louise Peabody
Bureau of Academic Support/Foreign Languages and Bilingual Education Division
State Department of Education
P. O. Box 44064, Baton Rouge, LA 70804 (504) 342-3460 10/81

BEVERLY HILLS, CALIFORNIA

TYPE OF PROGRAM (started 1959)
- -foreign language in the elementary school (FLES) program with classes during school every day for forty minutes
- -grades 5,6--classes in Spanish and French

DEMOGRAPHIC INFORMATION
- -students in all 4 elementary schools in district take foreign language
- -middle and upper class students

OBJECTIVES
- -achieve basic listening, speaking, reading, and writing skills in foreign language
- -learn about cultures of French and Spanish-speaking countries

COURSE SEQUENCE AND CONTACT HOURS
- -5th grade--daily classes--emphasis on oral foreign language, reading introduced after specific assignments learned orally
- -6th grade--daily classes--writing introduced

TEACHERS
- -8 Spanish teachers and 6 French teachers for elementary schools in district
- -foreign language specialists, most with M.A. degree
- -half are native speakers
- -all have elementary school training, and most also have secondary school training

FUNDING
- -local funding

ARTICULATION
- -students with FLES experience may enter second-year foreign language class in the high school (grade 9)

SPECIAL FEATURES
- -6th grade foreign language classes offered for gifted students (chosen by teacher's oral assessment of students)
- -3rd and 4th grade gifted students offered foreign languages twice a week

CONTACT PERSON

-Mr. Al JeKenta
FLES Coordinator
Beverly Hills Unified School District
255 South Lasky Drive
Beverly Hills, CA 90212
(213) 277-5900 x214

10/81

WINDSOR PARK ELEMENTARY SCHOOL
Corpus Christi Independent School District, Texas

TYPE OF PROGRAM (started 1976)
- -Spanish-as-a-second-language component of the gifted and talented program, grades 1-6
- -Spanish classes 30 minutes/day
- -Spanish and English used in the classroom

DEMOGRAPHIC INFORMATION
- -668 students (grades 1-6)
- -60% non-minority population

OBJECTIVES
- -sixth grade students should be functionally bilingual in Spanish and English by the 6th grade

COURSE SEQUENCE AND CONTACT HOURS
- -1st and 2nd grades--listening and speaking skills emphasized; sound/symbol association introduced
- -3rd and 4th grades--emphasis on oral Spanish
- -5th and 6th grades--emphasis on reading and grammar

TEACHERS
- -bilingual classroom teachers teach Spanish to their classes
- -in-service teacher training (staff development) for Spanish teachers is voluntary and part of district-wide training

FUNDING
- -local funding

ARTICULATION
- -schools in the Corpus Christi Independent School District offer Spanish as a second language in grades 3-6, in all schools that have qualified staff

SPECIAL FEATURES
- -school offers seminars on Friday afternoons, "Fabulous Fridays," including classes in French, karate, art, community environment, defensive driving, etc.

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10/81

FAIRFAX COUNTY, VIRGINIA PUBLIC SCHOOLS

TYPE OF PROGRAM (started 1975)
- elementary foreign language (EFL) program with before- and after-school classes, usually two times a week for 45 minutes or once a week for one hour
- grades K-6 classes in Spanish, French, German, and Latin (also American Sign Language)
- emphasis on oral communication

DEMOGRAPHIC INFORMATION
- 3,500 students in 70 elementary schools participate in the program

OBJECTIVES
- simple communication related to the child's experience and exposure to the foreign culture
- children should be able to hold simple conversations about their world -- family, friends, and school
- children should gain appreciation for a language and culture other than their own

COURSE SEQUENCE AND CONTACT HOURS
- before or after school
- usually two times a week for 45 minutes or once a week for one hour
- communication in target language is encouraged at all times

TEACHERS
- 195 teachers
- many native speakers, others with overseas experience
- not required to have state teacher certification

FUNDING
- parents pay tuition covering salaries and materials

SPECIAL FEATURES
- program sponsored by the County Division of Community Education

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10/81

LEXINGTON, MASSACHUSETTS PUBLIC SCHOOLS

TYPE OF PROGRAM (started 1953)
- -foreign language in the elementary school (FLES) program with 20-30 minute classes 3 or 4 times a week during school
- -grades 4-6 French classes
- -emphasis on oral communication

DEMOGRAPHIC INFORMATION
- -students in all 7 Lexington elementary schools participate in FLES

OBJECTIVES
- -achieve basic listening, speaking, and to a lesser degree reading and writing skills in French
- -learn about French culture

COURSE SEQUENCE AND CONTACT HOURS
- -grade 4--French 3 times a week for 20 minutes--emphasizes listening and speaking skills
- -grade 5--French 4 times a week for 30 minutes--phonics introduced to prepare students for reading and writing
- -grade 6--French 4 times a week for 30 minutes--writing is introduced
- -oral skills emphasized throughout the three years

ASSESSMENT PROCEDURES
- -school system-wide FLES exam administered at end of 6th grade (used for program evaluation, student evaluation, and student placement in grade 7)

TEACHERS
- -teachers have degrees in French or are native French speakers
- -hired as full-time language specialists
- -all foreign language rooms

FUNDING
- -local funding

ARTICULATION
- -Lexington's foreign language program organized as a grade 4-12 sequence
- -junior high has 3 foreign language tracks
  - *Special French--for students who begin French in grade 4
  - *Special Spanish--for students who begin Spanish in grade 7
  - *Beginning French and Spanish--for students who begin in grade 9

ADDITIONAL INFORMATION
- -international environment is stressed
- -music and rhythm used in classrooms to aid learning as well as "role playing"
- -text used is Vive le Français (Addison-Wesley Publishers--Canadian Branch)

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10/81

STOCKWELL ELEMENTARY SCHOOL
Evansville, Indiana

TYPE OF PROGRAM (started 1980)

-foreign language experience (FLEX) program with classes every day for half an hour in German, Spanish, French, and Italian (K-3)
-regular classroom teachers receive 2-day training course on FLEX methods and materials and then learn the language along with the students

DEMOGRAPHIC INFORMATION

-some busing for desegregation purposes
-majority of students are middle class

OBJECTIVES

-introduce children to foreign sounds, words, phrases, and conversation as well as to aspects of the culture
-provide students with a better basis for choosing which language to study in the future
-note: goal of FLEX program, to expose children to language and culture, should not be confused with fluency goals of more intensive immersion programs

COURSE SEQUENCE AND CONTACT HOURS

-all classes one half hour a day
-kindergarten--Spanish
-1st grade--French
-2nd grade--German
-3rd grade--Italian
-4th, 5th, 6th grades--optional Italian classes

TEACHERS

-regular elementary classroom teachers
-no foreign language background required

FUNDING

-National Endowment for the Humanities funding for development of FLEX materials

ARTICULATION

-since the FLEX program in Evansville is being pilot-tested this year for the first time, arrangements have not been finalized for a continuation of this program
-at present, foreign language is encouraged in 7th and 8th grades only for the gifted students
-Spanish, German, or French is required in 9th grade

SPECIAL FEATURES

-one of eleven schools in Indiana testing FLEX materials developed by Indiana Department of Public Instruction
-materials for all 3 languages originally designed to be used all in one grade in one year; this school found it more beneficial to teach one language per year

CONTACT PERSON

-Ms. Linda Danheiser, Principal
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10/81

TENTH STREET SCHOOL
Los Angeles, California

TYPE OF PROGRAM
- -bilingual elementary school, Spanish/English, grades K-6
- -all instruction is conducted in both English and Spanish concurrently (except the reading period)

DEMOGRAPHIC INFORMATION
- -99% from Spanish-speaking families
- -many parents are migrant workers

OBJECTIVES
- -develop, maintain, and enrich the primary language and cultural heritage of each child
- -teach English as a second language with goal of functional bilingualism in Spanish and English

COURSE SEQUENCE AND CONTACT HOURS
- -all classes are bilingual
- -each class has non-English, limited English, and fluent English-speaking students
- -instruction is in both English and Spanish concurrently
- -reading instruction is in the child's dominant language; students must pass a minimum competency test to qualify to be in the English reading groups
- -the three reading groups include: 1. English developmental reading for English-dominant speakers; 2. Spanish developmental reading for Spanish-dominant speakers; and 3. a transitional program, "Miami Linguistics," from Spanish to English

ASSESSMENT PROCEDURES
- -students entering school are given Basic Inventory of Natural Language Test (BINL); results are analyzed for content, structure, and grammar
- -students are labeled non-English speaking (NES), limited-English speaking (LES), functional-English speaking (FES), or proficient-English speaking (PES)

TEACHERS
- -most teachers are bilingual
- -bilingual aides and teacher assistants are assigned to all classes staffed by monolingual English-speaking teachers

FUNDING
- -federal funding (school offers free breakfasts and lunches)
  local funding

SPECIAL FEATURES
- -individualized instruction encouraged

CONTACT PERSON
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10/81

WOODBURN SCHOOL DISTRICT 103
Woodburn, Oregon

TYPE OF PROGRAM (started 1969)
-2 transitional bilingual/bicultural elementary schools in Russian/English and Spanish/English
-"bilingual transitional program" aimed at meeting the needs of NEP/LEP students

DEMOGRAPHIC INFORMATION
-40% American, 30% Russian, 30% Spanish population
-large population of Russian "Old Believers" (a religious sect that split from the main Russian Orthodox church in the 1600's to preserve their religion in its pure form); their concern is pursuit of religious freedom and preservation of their religion and culture

OBJECTIVES
-large Spanish-speaking migrant population
-teach the Russian children using native language to develop concepts while developing English skills
-teach the Mexican children using native language to develop concepts while developing English skills
-Spanish and Russian cultural activities included in program
-Emphasis is on English as a second language, not on native language

COURSE SEQUENCE AND CONTACT HOURS
-use of native language gradually decreased as vocabulary and concepts in English are developed
-grade 1 and 2--bilingual teacher uses native language to develop concepts and meaning in native language, followed by introduction of English words; ESL classes daily
-grade 3-12--most instruction in English, using ESL teaching methods
-for any student entering above grade 3 -- native language will be used to help with development of English skills

ASSESSMENT PROCEDURES
-Full assessment procedures -- both formal and informal assessment procedures for the exceptional child being developed

TEACHERS
-bilingual Russian/English and Spanish/English teachers
-bilingual aides

FUNDING
-local funding

ARTICULATION
-middle school--grades 4 and 5--all classes taught in English; ESL offered
-high school--grades 6-12--all classes taught in English; ESL offered
-Spanish classes offered for native speakers

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10/81

V. RECOMMENDATIONS

Upon completion of the site visits and meetings with the advisory group (see summaries of meetings in appendix), a list of recommendations was developed on the basis of program observations and suggestions from the advisory group. As well as addressing programs already in existence, these recommendations include important considerations for new programs.

1. Definition of goals It is essential that each program's goals be clearly defined so there are no misunderstandings concerning the level of foreign language proficiency and cultural awareness the children will reach. Since there is a direct correlation between the amount of time spent using the foreign language and the level of fluency attained, the proficiency goals of the program must be in keeping with the amount of time alloted for language study.

The goal of the foreign language experience (FLEX) program is the least ambitious of the elementary school foreign language programs. FLEX aims at providing elementary school students with an exposure to the foreign culture and an introduction to the basics of language (including units on greetings, colors, numbers, weather, parts of the body, and clothing). One of the purposes of a FLEX program is to provide students with a better basis for choosing which language to study in the future. Children involved in FLEX programs are exposed to three or more languages in their elementary years.

Goals of the revitalized foreign language in the elementary school (FLES) programs are more ambitious. As well as working towards cultural awareness, FLES aims at achieving a certain amount of listening and speaking skill in the foreign language, and to a lesser degree, reading and writing skill. (The degree of proficiency aimed at depends on, among other factors, the amount of time available for language classes.)

The objectives of the partial immersion programs, in turn, are more ambitious. Defined as programs that have anywhere from one class up to half the day's classes taught in the foreign language, partial immersion programs aim at developing foreign language proficiency and cultural awareness. Some of the programs have the additional goal of reinforcing in the foreign language what is taught in English.

Finally, total immersion programs provide the maximum time to learn a language. Their goals, for students who complete the six-year immersion sequence, are to be able to: (1) communicate fluently (understand, speak, read, and write) in the foreign language, with the ability to function in the language in the classroom and everyday life, (2) achieve such proficiency in the foreign language and in English that they are able to continue their studies in both languages, and (3) acquire an understanding and appreciation of other cultures.

Programs that have difficulty reaching designated fluency goals should reassess their goals and adjust the program to their specific needs and objectives. When comparing the results of various programs, it is important to keep in mind the different goals of the programs. FLEX programs should not be criticized for lack of fluency achievement; their aim is mere exposure to language and culture. Definition of goals is a critical aspect of elementary foreign language programs. Perhaps one of the reasons for the demise of FLES in the 1960s was the high expectations for fluency attainment of the elementary school students. FLES students did not then and do not now become fluent in the language -- that is not the goal of the program. Programs should stress their goals when publicizing their foreign language classes -- the objectives should be clearly spelled out so as not to raise false expectations.

2. Articulation Elementary foreign language programs with longe range goals should place priority on the process of articulation from elementary to secondary school for their students. In many cases, foreign language programs that are district-wide do have the opportunity to establish a comprehensive K-12 course sequence. On the other hand, programs in individual elementary schools often find it difficult to negotiate or even suggest what language courses should be offered at the secondary level. It is crucial that the language learning process continue for as long as possible within the school system. Students participating in elementary school immersion programs should be offered at least one course each year in junior and senior high school taught in the foreign language. Those involved in FLES programs should be offered continuation courses at their appropriate level in secondary school. Students with years of foreign language study can easily become discouraged if they are placed in a beginning foreign language class. The entire sequence of foreign language classes, from kindergarten through twelfth grade, should be considered when

initiating an elementary school program. Without this extended exposure, students will not have the opportunity to reach the fluency level they are capable of and will lose momentum in their language learning.

3. Language Assessment One factor that can be used to improve the articulation process is assessment tests. Achievement tests can be used to assess language proficiency, subject content proficiency, and to determine placement in the appropriate track. Besides aiding in articulation, assessment tests can be used throughout FLES and immersion programs to assess foreign language competency. Another important use of test results is as a justification to parents, school board members, and the general public who as of yet are not convinced of the importance of early foreign language instruction. The cry of "back to basics" is being heard across the country, so it is crucial that the message gets across that there are test results that show that early foreign language study can actually aid in native language development (Lambert et al 1973) and that also prove that children are fluent in foreign languages.

4. Program Administration and Cost It is critical that schools designate qualified personnel to administer the foreign language program. Positions include supervisory personnel, resource personnel to work directly with the teachers, curriculum writers, and, if possible, art, music, and physical education teachers proficient in a foreign language. Questions should be asked about each program concerning (1) the number of people needed to run the program, (2) the type of resources needed, (3) who is going to fulfill what duty, and (4) what the cost will be. Cost, needless to say, is a major present concern in view of tightening budgets and decreasing federal grant possibilities. It is advantageous to administer a program that does not have additional costs above the regular school budget. Immersion programs have found that there are few additional costs after the initial acquisition of books and materials. Since the classroom teacher is bilingual, there is no additional cost for a language specialist. FLEX is another type of program that has limited costs. The classroom teacher does the instruction so there is no language specialist required. Program costs should be closely scrutinized so that maximum use is made of the personnel and the goals are reached with the least cost possible.

5. Parent and Administrator Support Support of both parents and administrators is essential to the success of any foreign language program. Without parent support, students lose interest and the program may fail. Educators report that a committment to the program on the part of school administrators and personnel is a necessity for a successful program. As can be seen in all the successful programs visited, parents let their children know that foreign language learning is important to them. Some of the programs require that parents have a visible commitment to the program that their child is aware of. Four Corners Elementary School in Maryland, for example, urges parents to show their support by encouraging their children to read French books and play French games outside of class, by attending French cultural functions in the area, and by studying the language along with their children.

6. Resource materials In immersion programs, there is a great need for teaching materials using the medium of the foreign language for teaching the elementary school curriculum. Currently, schools have very few texts in foreign languages to choose from, and do much of their own materials development. The problem is that materials from other countries either do not follow the same curriculum or have an orientation that is not appropriate in the U.S. context. However, some schools have been able to obtain excellent materials from Germany, France, Canada, and Mexico. Non-immersion programs also have difficulty in obtaining texts, partly because foreign language textbook publishers have not yet realized the extent of the market for elementary school materials.

7. Teachers There is a great need within the immersion programs for qualified teachers who have elementary school certification as well as fluency in a second language. Universities should be encouraged to prepare teachers to work in elementary school language programs. Only a few states that we are aware of (Texas, Louisiana, and California) offer courses for elementary foreign language certification. Some schools have opted to hire native speakers with teacher certification from their native country. These teachers are usually excellent language models, although sometimes their teaching methods must be modified to adapt to American teaching pratices. Others have hired bilingual teachers with teaching certification in any area, with the stipulation that they immediately begin studying for their elementary teaching degree.

8. Supplemental Classroom Activities Programs with before- or after-school classes or other non-immersion classes find it very beneficial to have the regular classroom teacher reinforce cultural or language aspects that are taught in the language class. Foreign language activities can be supplemented with discussions of various cultures, writing to pen pals in another country, taking field trips to museums or cultural centers, or obtaining speakers from the community. It is important for the students to sense their teacher's interest and support of their foreign language study.

VI. CONCLUSIONS

Our investigations during the year have revealed great enthusiasm for truly innovative and meaningful elementary foreign language programs. The survey has provided us with up-to-date information about the extent of elementary foreign language activity in eight states. The site visits have given us added insight into specific programs, and we have provided succinct descriptions of some the innovative programs in the U.S. As a result of our initial and final advisory group meetings, we were able to provide an opportunity for those working in elementary school language instruction to meet, share ideas, and point new directions for early language instruction. Finally, we have gathered recent bibliographic information on research questions, curricula, and program descriptions and evaluation. We were able to accomplish our objectives, and as an added benefit, we encountered enthusiasm and encouragement for continued work in the area.

As the year neared its end, we realized that we had barely begun to see the richness, diversity, and tenacity associated with the implementation of early language programs in the United States. Most of all, our investigations have shown the paucity of information available to the public on early language instruction. To whom can interested educators or parents turn for information on steps to take to implement a program, or to find out what the crucial issues are? It is hoped that our research next year will help fill that void. Our final product at the end of our next study will be a practical booklet intended for parents, teachers, and administrators, addressing the theme "how to start and elementary foreign language program." The booklet will conceivably emphasize the various options and the strengths and weaknesses of each, discussing realistic parental and community expectations, and presenting factors critical for program success.

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(See also listings under "Program Design")

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FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL: A STATUS REPORT

Nancy C. Rhodes, Center for Applied Linguistics

"Let's get back to basics." It's a popular notion in school systems across the country. Unfortunately for those of us who know better, it's one that frequently spells doom to foreign language in the elementary school (FLES). The fact is, foreign language is rarely considered one of the basics. Peaking in popularity in the 1960s, FLES has lost ground within the last decade, leading many pessimists to believe FLES is passé. But is it?

The Center for Applied Linguistics undertook a project in October 1980 that included a survey of FLES activity in eight states. The primary goals of the project were two. First, the Center wanted above all to ascertain the level of FLES activity in the eight states and by extension nationwide. Second, it wanted to trace the development of these programs and determine what teaching methods were currently being used.

The survey went to five percent of all public and private elementary schools in California, Illinois, Massachusetts, Maryland, New York, Ohio, Pennsylvania, and Wisconsin, a total of 1,237 schools. The principals in each school were asked one question, "Are foreign language(s) currently being taught in your elementary school?" If the answer was yes, they were then to indicate which languages were being taught.

A response rate of 33.6 percent (453 schools) was achieved. Of that number, 83 schools or 18 percent reported that they do teach foreign language. Fifty-two percent of the schools indicated they have never taught foreign language, while 25 percent said they taught it in the past, but do not currently. Approximately five percent of the respondents reported they are currently considering starting foreign language classes.

According to survey results, the language most often taught is Spanish (48 schools), followed by French (34 schools), German (7 schools), and Latin (6 schools). Five other languages are taught at one school each. While the results cannot necessarily be generalized from the sample group to the entire United States, they can be used to estimate the foreign language activity in these eight states.

The results left project coordinators with mixed reactions. For the first time, some firm data that provided insight into the extent of foreign language teaching activity at the elementary level had been accumulated. However, 25 percent of the schools responding had dropped foreign language from their curricula, and that was puzzling. To gain further insight into what type of innovative programs were in operation, a number of on-site visits were made. Four types of "innovative" programs, including language immersion, magnet schools, foreign language experience (FLEX), and traditional FLES, were observed. The goals of these programs differ across the country as do their teaching methods; even the amount of time spent per day learning the foreign language varies.

Immersion. The first on-site visit was a language immersion school. Language immersion is the most intensive elementary language program and the one that consistently sets the highest goal, functional fluency. The fascinating characteristic of this approach is that students study almost all their subjects in the foreign language, starting in kindergarten. This approach has caught on in Utah, California, Maryland, Ohio, Louisiana, and Massachusetts where American children speak Spanish or French with their classmates and teacher, and study their courses in the second language.

In a Cincinnati school, students were practicing for a city-wide spelling bee in Spanish. In a Hayward, California, class, students did their research on African countries in Spanish. And in Silver Spring, Maryland, immersion students greeted their principal with a handshake, a practice to acculturate them to the French ways.

Magnet. The second type of school visited was the language magnet school. These schools, located in all sections of the city, emphasize special subject areas and are not restricted to children who reside in the neighborhood school boundary. Magnet models emerged as a result of desegregation efforts. In the mid 1970s, these schools developed curricula designed to appeal to individualized interests. Parents could then elect to send their children to a school with emphasis on fine arts, athletics, individualized instruction, or foreign languages. Foreign language classes in magnet schools range from one hour a day to partial immersion, where half the curriculum each day is taught in the second language. Magnets have been successful in a number of cities, including Chicago, Milwaukee, Cincinnati, St. Louis, Pittsburgh, and San Diego.

FLEX. Foreign language experience (FLEX) programs, a third innovative approach, also show promise for the 1980s. The FLEX approach is quite different from immersion and magnet schools in that its goals are not as ambitious. With programs in Indiana, Kansas, and Maryland, FLEX aims to introduce children to foreign sounds, words, and phrases, as well as to accompanying cultural aspects. The advantage of this approach is that the course can be taught by a classroom teacher who has no proficiency in the foreign language. The teachers attend a two-day training program, receive self-explanatory materials and tapes, and then learn the language along with the students. The program currently is being tested in several cities in Indiana and is already showing much promise in a school in Evansville.

While some consider teachers unwilling to learn a language along with their students, Stockwell elementary school administrators in southern Indiana found overwhelming enthusiasm for the program. There, teachers not involved in the pilot study wanted to be included.

FLES. The fourth type of program visited was the traditional FLES model, where foreign language is taught before, during, or after school for a specific number of hours per week. Today's innovative FLES classes emphasize oral language more than they used to. They also use interesting textbooks, like *Vive le Français* (Addison-Wesley, 1978) with amusing cartoons and real-life situation tapes that the students seem to love. The long-standing exemplary FLES program in Lexington, Massachusetts uses that series along with supplementary exercises that include an enjoyable way of learning verb tenses by rhythm.

See FLES—page 6

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FLES—from page 1

While results of the survey seem to indicate that there is only a partial commitment to foreign language study at the elementary school level in these eight states (a total of 18 percent), on-site visits were encouraging. Foreign language programs that do exist are successful and have a promising place in the future. The enthusiasm of the parents, students, and administrators for these programs is overwhelming. In many schools, there are long waiting lists to get into immersion classes.

Language instruction in the 1980s differs from that of the past decade in that programs today emphasize specific goals of proficiency. Also, today more programs are working toward the advanced goal of functional fluency. The trend in many schools is to move away from the nonintensive language classes and toward the intensive approach where students are constantly exposed to the language.

Nonimmersion (nonintensive) language classes, however, are successful and will also play a promising role in the future. As long as the goals are clear, the programs will continue to prove successful. FLEX's goals of exposure to the basic concepts of language and culture are clear, and FLEX is successful. One of the pitfalls of FLES programs of the past, however, was that their goals were not made clear. Parents were led to believe their children would become fluent in the language after only three years of classes two times a week (a feat very few could accomplish).

The trend toward recognizing program goals should help alleviate some of the fluency-expectation problems that plagued us in the past when goals were not spelled out. If your child is in a FLEX program, you would expect him/her to get an exposure to the language and culture. If your child is in a FLES program, you would know s/he would be introduced to the basics of the language, with emphasis on oral language, depending on the program. With the immersion approach, you would expect your child to become functionally fluent, to study most of the subjects in the foreign language, and to be able to get along speaking that language abroad. Once the goals of the program are understood, increased satisfaction and less criticism will likely result. In other words, you won't be surprised if your child in FLES doesn't become fluent after two years of study.

Those who cried loud and clear, "FLES IS DEAD" should take another look at what is going on in elementary schools. They will be pleasantly surprised. Immersion, language magnets, FLEX, and FLES programs are setting a new wave for the future, and schools currently without foreign language will inevitably see the importance of these innovative programs. The cost of most innovative programs is minimal. Immersion and some magnet programs hire classroom teachers who are bilingual, so there is no extra cost to the school for a language specialist. Also, FLEX programs use the regular classroom teacher, so budget problems are not an obstacle.

As well as providing the skill to communicate in another language, learning a foreign language enriches a child's life cognitively, socially, and personally. It is an integral part of every child's education to learn about culture and language. Our elementary schools should include foreign language as one of the basics. After all, we know that children learn languages more easily than adults, so why not take advantage of that ability?

For a list of immersion and partial immersion language programs in U.S. elementary schools or for more information on the FLES project, please contact Nancy Rhodes at the Center for Applied Linguistics, 3520 Prospect St., N.W., Washington, D.C. 20007. We are collecting information about elementary language programs across the country, so any information about FLES activity in your community would be appreciated.

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Foreign Language Instruction in the Elementary School:

Advisory Group Convenes

The major goal of CAL's project "Elementary School Foreign Language Instruction in the United States: Innovations for the 1980s," funded by the U.S. Department of Education, is to gather recent information on elementary school foreign language instruction and to prepare for publication a record of the investigation to serve as a resource for those considering implementing elementary school programs.

An extensive search of recent professional literature concerning foreign language in the elementary schools will be carried out, concentrating on four general areas: 1) optimal age at which children should begin to study foreign languages, 2) program design, including traditional FLES programs and other innovative programs such as language immersion, 3) instructional materials, and 4) program evaluation of both standard FLES programs and immersion programs.

A survey of representative school districts in selected states is now being carried out to determine the extent and nature of elementary school language instruction. Data concerning the various kinds of elementary school foreign language programs will be gathered from several states that have innovative programs. Detailed information will be collected in designated innovative programs by means of an extensive questionnaire and a site visit.

A working conference of representatives from elementary school foreign language programs took place in November. The dual purpose of the meeting was to obtain guidance from a broad spectrum of elementary school language practitioners at the beginning of the project, and to give representatives from the field an opportunity to meet and exchange views. The participants, representing ten schools or school districts teaching foreign language at the elementary level, oversee language programs ranging from the traditional Foreign Language in the Elementary School program (FLES), in which the language is taught for a short period daily for up to five days a week, to total immersion, where all the subject matter is taught through the foreign language. The participants represented some type of immersion program, three represented FLES programs, and one represented six-language-option magnet schools.

Gabriel Jacobs, Montgomery County, Maryland, discussed the Four Corners Elementary School's French immersion program that is based on Canada's St. Lambert model. The school-within-a-school has 160 students in grades 1-6 who study the Montgomery County curriculum through the medium of the French language. Jacobs takes advantage of the 5th and 6th graders' fluency in French and has them assist in the 1st and 2nd grade classes. The Milwaukee (Wisconsin) Public Schools use the same model but on a larger scale. Helena Anderson described their elementary Multi-Language Schools as immersion programs in Spanish, French, and German. Because of a court-ordered integration plan, the 385 students in the programs represent a cross-section of race and socioeconomic class. Also based on the St. Lambert model, the Plattsburg Campus School, as described by William Derrick, is a four-year-old total-immersion French program on the campus of SUNY Plattsburg. The fourth program based on the St. Lambert total-immersion model is that of the San Diego city schools. Harold Wingard noted that instruction in grades K-2 is conducted in French or Spanish only; in grades 3-6, one hour per day is devoted to instruction in English. For children entering the program in grades 3 and above, 50% of instruction is in English.

A slightly different approach is taken in Cincinnati, where a maintenance bilingual program is in effect. Mimi Met described how English is used for half a day and Spanish or French is used as the medium of instruction for the other half. The emphasis is on teaching in English in the morning and reinforcing in the second language what was taught earlier. Similar to this program is Dorothy Goodman's International School's (Washington, D.C.) curriculum. In the elementary school, half the curriculum is taught in English and the other half in Spanish or French. Use of imported textbooks from Spanish- or French-speaking countries is emphasized. Taking a

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different approach from immersion, the Chicago school system provides a voluntary program option for desegregation through 'magnet schools,' teaching French, Spanish, Italian, Japanese, Greek, and Polish. Edwin Cudecki stressed that the language emphasis schools are not for the elite: all children participate, including learning disabled and educable mentally handicapped. The students have an average of one-half hour of language instruction daily, and 'interfacing of the curriculum' is encouraged with students helping one another and teachers helping other teachers. The Chicago Language Academies, as they are called, share short daily exposure to the foreign language with traditional FLES programs, of which three were represented at the conference.

Joan Kennedy of Woodbridge, Connecticut, described the program for grades 3-6 at Beecher Elementary School, where French is taught three periods a week for 30 minutes each period. Emphasis is on oral communication, with reading and writing in French introduced in grades 5 and 6. A similar program exists in Lexington, Massachusetts, where Evelyn Brega is foreign language coordinator. The program is based on the assumption that all children can learn a foreign language, and although the program is voluntary, 92% of their students participate. Brega attributes the durability of the 20-year-old program to the serious attention given to coordination between the elementary language program and the junior high program into which the elementary schools feed. The FLES program in Fairfax County, Virginia, is different from the Woodbridge and Lexington programs in that it is extracurricular. Connie Dillman explained that it is sponsored by the County Division of Adult Services and the classes meet before or after school, usually two times a week for 45 minutes or once a week for an hour. The teachers are given resource materials and a program of studies and have a great deal of flexibility in designing their lesson plans.

The conference participants represented an extremely diverse array of approaches to elementary school language instruction. Consensus was reached with relative ease, however, on what information should be gathered by project staff to help those considering establishment of an elementary school language program make their choice. Of primary consideration is an enumeration of the various kinds of models that currently exist for foreign language instruction. Conferees agreed that such a listing should incorporate or even be preceded by a discussion of the outcomes that may be expected from each kind of elementary school language instructional program. For instance, what sort of language competence could one reasonably expect from a child of average language ability after one year of FLES instruction in Spanish? How would the language performance of the FLES child differ from that of a similar child after a year in an immersion program?

Conferees agreed that a need exists for a list of consultants in the area of elementary school language instruction. This list would include both those present at the conference and other individuals around the country and in Canada who have fairly extensive experience with elementary school foreign language instruction, from FLES to immersion.

It was generally agreed that the CAL project should gather complete information about the pitfalls of establishing various kinds of elementary school foreign language projects so that individuals who are considering such programs will be able to avoid making the mistakes that have plagued elementary language instruction for many years. Perhaps the most difficult problem is that of finding qualified teachers; it is rare to find an individual who is both a qualified elementary school teacher and has excellent language skills in two languages. Except in a small number of areas in the country, institutions of higher education are not preparing teachers for elementary school foreign language instruction. (Likely exceptions to this are Louisiana, Texas, and California.) Another problem is that sometimes an eminently qualified teacher is impeded from conducting a program because of teacher certification problems.

The group recognized a need for three different kinds of materials of instruction. The first type comprises text materials, both printed and audiovisual, which are intended for use in language classrooms. Such materials may take the form of basic texts or supplementary materials, although most group members thought that elementary school foreign language teachers tend to devise their own curriculum, using materials from various sources, thus making a basic textbook of less utility. The second need is for authentic materials from the target culture: realia of all kinds, particularly packaging for merchandise. Finally, there is a need for materials of instruction used in the target cultures of the languages studied and written in those languages. For most public school situations, however, much of this curriculum from abroad must be modified by those responsible for instruction in American elementary school language programs, since these foreign materials frequently embody political or social points of view that are unacceptable in American public education today. In other elementary school settings, particularly those in private education, such materials may be used without adaptation.

Because any elementary school foreign language program does a considerable amount of materials-writing to adapt existing materials to the local situation, it would be helpful for those considering implementing elementary programs, be they FLES programs or immersion ones, to have examples of such local curriculum writing and adaptation available from one source. One of the project objectives is to gather such materials and process them into the ERIC system so that they will be available to the profession.

The problem of articulation (ensuring that students who have had an elementary school language experience are able to pursue more advanced work in junior high school or middle school) continues to be a vexing one for both FLES programs and elementary school immersion programs. Sometimes—and this is a sad irony—apathy or even opposition characterizes the response of foreign language teachers at more advanced levels of instruction. The problem of where both FLES and elementary school foreign language immersion fit into the foreign language teaching program in general is one that needs considerable attention. In fact, a number of conferees believe that elementary school language instruction lacks legitimacy in the eyes of a large segment of the foreign language teaching profession and is therefore not supported adequately by the foreign language teaching profession's

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—SUMMER, from p. 3—

Algonquian and Iroquoian Teacher Training

This summer program in two sections for teachers of Cree, Delaware, Ojibwe and of Cayuga, Mohawk, and Oneida continues the instructor courses conducted by the Canadian Department of Indian and Northern Affairs. The first part of the program, for syllabic literacy and bilingual teachers, will be 15 June to 3 July; the section for second language teachers will be 13 July to 31 July. They are offered by Lakehead University's (Ontario) Faculty of Education. For details, write Mary Mitchell, Dept. of Languages; Lakehead Univ.; Thunder Bay, Ontario P7B 5E1, Canada.

Intensive Japanese at the University of Illinois at Chicago Circle

An eight-week summer intensive course in beginning Japanese will be offered from 22 June to 14 August, 1981. For 12 undergraduate credit hours the fee will be $229.00 (resident), $547.00 (nonresident). Write for further information to Professor Thomas Rohlich, who will be the instructor for the course, Depart. of Linguistics, Univ. Illinois at Chicago Circle, Box 4348, Chicago, IL 60680.

Intensive Instruction in Haitian Creole

In conjunction with the Summer Institute for Haitian Creole Bilingual Teachers, Indiana University will be offering intensive instruction in Haitian Creole during the Second Summer Session of 1981. Two levels will be offered: L319, Beginning Haitian Creole (June 18–27) will be taught during a 10-day intensive session featuring total immersion type instruction with four hours daily of classroom instruction and additional self-instructional work in the language laboratory; L320, Intermediate Haitian Creole (June 29 to July 24) will include two hours daily of classroom instruction, work in the language lab, and opportunities to practice Haitian Creole with a large number of native speakers. For information concerning registration procedures and fees contact: Creole Institute, Indiana University, Ballantine 602, Bloomington, Indiana 47405. Telephone (812) 337-0097.

Hungarian Studies

From 15 June to 25 July an intensive six-week Hungarian Studies program will be held in Ada, Ohio. Besides language instruction in Hungarian grammar, composition, and conversation, there will be courses dealing with the history, politics, culture, and society of East Central Europe. A special feature of the program will be the

—CONTINUED p. 16—

—ELEMENTARY, from p. 2—

regional and national associations.

A second conference is scheduled for August 1981 and will include representatives from innovative projects studied, other foreign language professionals, administrators, and parents.

The project Advisory Group will continue to provide informal consultation over the duration of the project and will convene within a month of the project's end to consider a draft final report. CAL project staff are G. Richard Tucker and Nancy C. Rhodes.

Language in Guatemala

[The author is an anthropologist teaching at Universidad de San Carlos, Guatemala.]

Linguistic work in Guatemala has been almost entirely in the hands of foreigners, most of them Americans. To my knowledge, there are no more than four Guatemalan nationals who are linguists; only two actually reside in Guatemala as of December 1980, and only one is a native speaker of an Indian language. No Guatemalan university offers a major in linguistics, and no other major includes more than two linguistics courses. Unfortunately, there are few signs that point to this situation changing in the near future.

Languages and Literacy

Guatemala is one of that handful of Latin American nations (along with Paraguay, Bolivia, Peru, Ecuador, and Mexico) in which indigenous groups speaking native American Indian languages continue to form a sizeable proportion of the population. Approximately half the country's six million people speak one of 20 separate Mayan languages, which, according to one source, are further fragmented into some 70 dialects (T. Kaufman, *Proyecto de alfabetos...*, Guatemala: Editorial Pineda Ibarra, 1976).

Major Mayan Languages of Guatemala (1964 census)

Language	*No. of Speakers*
Quiche (14 dialects, 66 towns)	520,000
Mam (15 dialects, 53 towns)	321,000
Cakchiquel (12 dialects, 48 towns)	271,000
Kekchi	209,000
Pocomchi	61,000
Ixil	46,000
Kanjobal	43,000
Tzutujil	42,000
Pocomam	42,000
Chorti	32,000
Jacaltec	27,000
Chuj	21,000
Acatec	18,000
Aguacatec	13,000

Guatemala exhibits a high incidence of monolingualism in the Indian languages, especially in certain areas of the

INITIAL MEETING OF PROJECT ADVISORY GROUP

The meeting of the advisory group in November 1980 had a dual purpose: (1) to obtain guidance from a broad spectrum of elementary school language practitioners at the beginning of the project, and (2) to give representatives from the field an opportunity to meet and exchange views (list of participants and agenda also in appendix). The participants, representing 10 schools or school districts teaching foreign language at the elementary level, have language programs ranging from the traditional Foreign Language in the Elementary School program (FLES), in which the language is taught for a short period daily for up to 5 days a week, to total immersion, where all the subject matter is taught through the foreign language. Six participants represented some type of immersion program, three represented FLES programs and one represented six-language-option magnet schools.

Consensus was attained with relative ease on what information should be gathered by project staff in order to assist those considering the introduction of an elementary school language program. Of primary importance was a clear description of the various models which currently exist for foreign language instruction. The conferees agreed, however, that incorporated into such a listing, or perhaps even preceding it, should be a discussion of the learning outcomes which may be expected from each kind of elementary school program. For instance, what sort of language competence would it be reasonable to expect from a child of average language ability after one year of FLES instruction in Spanish? How would the language performance of the FLES child differ from that of a similar child after a year in an immersion program?

The conferees agreed that a need exists for a list of consultants in the area of elementary school language instruction. This list would include those present at the conference as well as other individuals in the U.S. and Canada who have extensive experience with elementary school foreign language instruction, from FLES to immersion. At this time there is a list of immersion and partial immersion programs (see appendix) though it does not yet include all FLES programs.

It was agreed that the CAL project should gather complete information about the pitfalls of establishing various kinds of elementary school foreign language programs so that individuals who are considering such programs will be able to

avoid making mistakes in program design, public relations, and other areas that have plagued elementary language instruction for many years.

Perhaps the most difficult problem is that of finding qualified teachers. It is rare to find an individual who is a qualified elementary school teacher and has at the same time excellent language skills in two languages. Except in a small number of areas in the country, higher education institutions are not preparing teachers for elementary school foreign language instruction. (Notable exceptions are Louisiana, Texas, and California, and Minnesota.) In addition to the problem of scarcity of teachers, sometimes an eminently qualified teacher is impeded from conducting a program because of teacher certification problems.

The group recognized a need for three different kinds of instructional materials. The first type comprises text materials, both printed and audiovisual, intended for use in language classrooms. Such materials may take the form of basic texts or of supplementary materials, although it was the feeling of most group members that elementary school foreign language teachers tend to devise their own curriculum, using materials from various sources, thus making a basic textbook of less utility. The second need is for authentic realia from the target culture. Finally, there is a need for instructional materials used by students who are native speakers of the target languages. For most public school situations, however, much of this curriculum from abroad must be modified by those responsible for instruction in American elementary school language programs, since these foreign materials frequently embody political or social points of view which are unacceptable in American public education today. In other elementary school settings, particularly those in private education, such materials may be implemented without adaptation.

Since any elementary school foreign language program does a considerable amount of materials-writing to adapt what has already been done to the local situation, it would be helpful to those considering implementing elementary programs, either FLES or immersion programs, to have examples of such local curriculum writing and adaptation available from one source. One of the project objectives should be to gather such materials and to process them into the ERIC system so that they will be available to the profession.

The problem of articulation (assuring that students who have had an elementary school language experience are able to pursue more advanced work in junior high school and beyond) continues to be a vexing one for both FLES programs and elementary school immersion programs. Oftentimes, apathy or even opposition characterizes the response of foreign language teachers at more advanced levels of instruction. The problem of where both FLES and elementary school foreign language immersion fit into the foreign language teaching program in general is one which needs considerable focused attention. In fact, a number of conferees were of the opinion that elementary school language instruction is lacking a sense of legitimacy in the eyes of the large segment of the foreign language teaching profession, and is therefore not supported adequately by the profession's regional and national associations.

The project advisory group agreed to continue to provide informal consulation over the duration of the project, and arranged to convene again in August to review the draft final report.

FINAL MEETING OF PROJECT ADVISORY GROUP

At the final meeting in August, the advisory group set out to accomplish three basic objectives: (1) to review and evaluate the draft report, and to reach a consensus on conclusions and recommendations to be drawn from the report; (2) to continue the exchange of information between participants concerning their own programs; and (3) to consider desirable future activities in areas related to the general goals of the project.

The thirteen participants, ten of whom had attended the initial meeting in November (see list in appendix), represented a wide range of elementary foreign language programs in the U.S. The programs range from the traditional foreign language in the elementary school program (FLES) to total immersion. The advisory group was comprised of foreign language administrators and teachers. Also participating were a visiting scholar from Australia researching foreign language evaluation, and a representative from the Geraldine R. Dodge Foundation.

One apparent need that arose in the course of the two-day discussions was for a common and consistent terminology to describe the various types of early language learning programs that vary from simple introductory exposure on a very limited basis (e.g. FLEX classes) to complete immersion programs extending over several years. The group suggested that the total scope of early language learning activities could best be represented by the following categories:

1. FLEX (basic exposure to language and culture)
2. FLES (classes whose main focus is teaching the foreign language)
   a. during school
   b. before or after school
   c. ethnic schools
3. Immersion (classes and other activities that are carried out in the foreign language but which are aimed at conveying other subject matter, for example, social studies)
   a. partial immersion (a portion of the classes are taught through the foreign language)
   b. total immersion (all the classes are taught through the foreign language, except English language arts)

The types of programs listed above can also be placed on a continuum, using the following categories: 1) amount of time spent on subject content and on language (time on task), 2) goals and objectives, and 3) pupil characteristics. Factors common to all programs include: (1) community foreign language resources; (2) school district organization, size, and resources; and (3) evaluation procedures.

An integral aspect of the meeting was a discussion of conclusions and recommendations for future study of elementary school foreign language programs. Preliminary site visit observations were used as a basis for the discussion, and the advisory group made suggestions for the recommendations. Adding to the draft observations, the participants reached a consensus for recommendations in nine major areas: (1) definition of goals, (2) articulation, (3) language assessment, (4) supplemental activities, (5) community support, (6) materials, (7) teachers, (8) resource personnel, and (9) program administration.

Another aspect of the meeting dealt with recommendations for future work needed in the field of elementary school foreign language instruction. It was agreed that a booklet written for parents and teachers answering often-asked questions about foreign language programs is the most needed item in the field. Questions were suggested that should be answered in such a booklet. These questions, not rank ordered, are ones that the advisory group considered important to answer before starting a new elementary school program. It is hoped that such a booklet will be produced in 1981-82 as part of the second year of activities for the project. Important questions or topics to be addressed include:

1. Why is foreign language important?
2. Which foreign languages should be taught?
3. Is foreign language for everybody?
4. How much time should be spent in class? (Where does the time come from? Discuss scheduling.)
5. What is the effect of foreign language study on achievement (in English and in other subject matters)?
6. What happens after grade 6? (articulation)
7. Transportation -- How do children get to school? (Magnet schools suggest that the school should be responsible for getting children to and from school.)

8. How are extracurricular activities planned for children who must be bussed?
9. Public relations of school and role of parent groups.
10. How to cope with growth of the school (one new immersion class each year?)
11. Community information exchange (two-way communication with community and school)
12. What are the expected outcomes of the program? (very important aspect)
13. How do we show these outcomes?
14. Glossary of terms (define immersion, partial immersion, FLES, FLEX, etc.)
15. Suggest questions for parents to ask administrators.

The question of assessment instruments and procedures for their use in early language instruction was discussed to some extent near the close of the meeting. It was agreed that tests capable of showing tangible language achievement on the part of the students would be very important from a number of perspectives, including individual student assessment, review and monitoring of local programs, and general public information about the outcomes of this instruction. It was noted that tests of this type could serve a useful articulation role between elementary and secondary school courses, since elementary achievement test results could also be used for secondary placement purposes. Project staff will continue to explore the assessment question in the course of second-year activities.

The project advisory group has served a very worthwhile function to the project. They have directed us to focus on the crucial aspects of elementary school foreign language instruction, and have given us the "educators' view" of language instruction. The participants have agreed to continue serving as our advisory body for the coming year, and the project staff plan to keep in close communication with them concerning activities taking place over this period.

DRAFT
FLES CONFERENCE AGENDA
20 November 1980
ACTFL Convention
SHERATON BOSTON
Beacon Room "C"

9:00 a.m.	Welcoming Remarks, Introduction of Conference Participants, and Finalization of Agenda - G. Richard Tucker
9:30 a.m.	Introductory remarks on purpose of project - Peter A. Eddy (Summary of project provided with letter of invitation)
9:45-10:45	Short descriptions (5-minutes) of the 10 participant's programs. Discussion.
10:45-11:00	BREAK
11:00-12:00	Continuation of program descriptions
	Decide focus and format of afternoon discussions; some possible options:

a) Small group discussions divided by program type (FLES, Immersion, and other innovative programs)

b) Small group discussions of different topics

c) Large-group discussion focusing on particular problems

d) Continuation of earlier discussion

e) Other

12:00-1:30	LUNCH
1:30-3:30	Discussion (as decided above)
3:30-3:45	BREAK
3:45-5:00	Open discussion of what participants want FLES project to emphasize, moderated by GRT, PAE, and NCR

1) What needs to be done to make it easier for other elementary schools to start foreign language programs
2) What information should be compiled to assist those starting new programs
3) Leads about places we should contact about new programs
4) Advice on the states we're selecting for our survey
5) Other

DRAFT

FLES Conference Agenda
Center for Applied Linguistics
Washington, D.C.
August 20, 21, 1981

Thursday, August 20, 1981

9:00 - 9:30	Welcoming remarks, introduction of conference participants, finalization of purpose of meeting and agenda G. Richard Tucker and John Clark (Details about lunch, dinner, etc.)
9:30 - 9:45	Introductory remarks on accomplishements of project to-date--Nancy Rhodes
9:45 - 11:00	Short descriptions and updates of 6 participants' programs: Mimi Met, Hal Wingard, Connie Dillman, Evelyn Brega, Kerry Fairbairn, Helena Anderson
11:00 - 11:15	BREAK
11:15 - 12:30	Comments and suggestions on our recommendations in the final report
12:30 - 1:30	LUNCH at CAL Tour of CAL (Steve Blackburn)
1:30 - 3:00	Continued discussion
3:00 - 3:15	BREAK
3:15 - 4:30	Suggestions for future study of articulation problems
7:30 p.m.	Reservation at a Georgetown restaurant

** ** ** ** ** ** ** ** ** ** ** ** ** **

Friday, August 21, 1981

9:00 - 11:00	Description and updates of 6 programs: Ed Cudecki, Joan Kennedy, Gabriel Jacobs, Virginia Gramer, Maurice Gendron, Dorothy Goodman
11:00 - 11:15	BREAK
11:15 - 1:00	Suggestions for carrying out next year's project and discussion of possible development activities Concluding remarks

INVITED FLES CONFERENCE PARTICIPANTS
Center for Applied Linguistics
Washington, D.C.
August 20-21, 1981

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Center for
Applied
Linguistics

December 16, 1980

C. Edward Scebold
Executive Director, ACTFL
2 Park Ave., Suite 1814
New York, NY 10016

Dear Ed:

We are writing on behalf of the group of elementary school foreign language professionals which met on Thursday 20 November and Friday 21 November in the Sheraton Boston Hotel to serve in an advisory capacity to a CAL project "Elementary School Foreign Language Instruction in the United States: Innovations for the 1980's." First of all we wish to express our thanks to ACTFL for arranging to accommodate our meeting on Thursday in one of the designated ACTFL conference rooms. Secondly, we would like to reinforce some statements made in the public sessions on the conference theme "Priorities for the 1980's" by some members of the group and to perhaps add some statements which were not made publicly during the ACTFL meeting. We believe that the ACTFL publication on priorities in foreign language instruction for the coming decade will be missing an important opportunity if it does not capitalize on the widely-held opinion among the American public that elementary school foreign language instruction is a "good thing." The foreign language teaching profession must nurture (but actively and creatively guide) this perception in order to avoid repeating the frustrations which we have suffered in recent past experience with FLES.

Contrary to results published in several recent surveys, elementary school foreign language instruction is not a dead issue in this country. Rather, a broad range of programs are in existence, ranging from FLES programs that have been in place for twenty years or more, to various types of immersion programs, some of which now have more than five years of experience. In the survey we did for the Northeast Conference, 20% of our secondary school respondents (N=732) indicated that there was elementary school language instruction in their district or building. Further, increases in the number of inquiries concerning elementary school language instruction from the public at large indicate that there is heightened interest generally in language instruction at this level. Such increases in public interest have been noted in state education agencies, here at the Center for Applied Linguistics, and in various

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other professional associations; you may have noticed it yourself. Finally, in some school districts where foreign language enrollment in junior high and senior high school is either stagnating or declining, elementary school foreign language enrollment is on the increase.

It seems to us that specific mention needs to be made in the forthcoming "Priorities for the 1980's" Publication because of the prevailing "FLES is dead" attitude held by so many of those in the foreign language teaching profession whose most recent experience with elementary language instruction is with a FLES program that has disappeared. If nothing is said, the status quo will be assumed to be continuing; we maintain that this is not accurate. We feel strongly that if properly managed, a renaissance in elementary language instruction can be brought about in American education.

It seems to us that reference in the ACTFL "Priorities" publication to elementary school foreign language instruction might be made in the following ways:

1. Mention should be made somewhere in the volume that elementary school language appears to be gaining ground, and that programs from standard FLES, both in and out of school, to various types of immersion, are being launched across the country. There is a need for accurate information about elementary school language instruction so that parent groups and school boards will make their decisions with better knowledge than did their predecessors twenty years ago.
2. In the curriculum and materials development segment of the "Priorities" volume, reference should be made to the lack of materials existing for elementary school foreign language programs and to the fact that much materials construction appears to be going on in local programs. There is a need for focused attention on just what the needs are of the various kinds of elementary programs and how to meet them. (At the present moment, commercial publishers are not ready to invest in this market, since they do not know how many potential sales there are.)
3. In the research segment of the priority statement, three different kinds of documentation should be called for. First, the language-teaching profession should find out how many students there are in elementary school foreign language study in this country. Secondly, the foreign language achievement of students in standard FLES and in the various types of immersion programs should be documented so that the interested public can be informed about what outcomes to expect if they are

considering alternative types of programs. Finally, American school districts should replicate Canadian research in local immersion programs to demonstrate the effects of this experience on American youth.
4. In the segment concerning teacher education, it should be pointed out that the most pressing need for elementary school language instruction is for well-qualified teachers; that is, for individuals with excellent language competence, subject knowledge, as well as expertise in teaching. Some school districts which are laying off language teachers are hiring elementary immersion teachers. Foreign language teachers, both in-service and pre-service, should be encouraged to broaden their training to enable them to teach content material in the foreign language, not only at the elementary school level but in junior high school and senior high school as well.

In conclusion, we sincerely hope that you will consider incorporating these ideas into the ACTFL publication in question. It is our perception that the elementary school foreign language phenomenon will grow in the next few years whether or not the professional associations concerned with foreign language teaching recognize the movement. It appears to us that ACTFL and other foreign language associations will be doing the American public a real service by providing the expertise we have accumulated over the past several decades in an attempt to avoid some of the disappointments encountered in elementary school language instruction during the late 1950's and early 1960's.

Sincerely yours,

Peter

Peter A. Eddy

Dick

G. Richard Tucker

Nancy

Nancy C. Rhodes

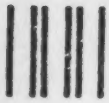
cc: Professor Dale L. Lange

PAE:cm

Immersion and Partial Immersion Language Programs in U.S. Elementary Schools, June 1981
Information compiled by the Center for Applied Linguistics
Elementary School Foreign Language Project
3520 Prospect Street, N.W.
Washington, D.C. 20007
(202) 298-9292

School District/City	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	No. of Aides	Contacts
Alpine (UT) School District	-Started 1979	1	Grade 1 Combination Grades 2 and 3		Spanish		Paul Hanson, Principal Cherry Hill Elementary School 250 East 1650 South Orem, Utah 84057 801/225-3387
Chicago (IL) Public Schools	-Magnet Schools -Partial immersion	5	450 total		French German Italian Spanish Japanese Greek		Edwin Cudecki, Director Bureau of Foreign Languages Chicago Board of Education 228 N. LaSalle Street, Room 858 Chicago, IL 60601 312/641-4848
Cincinnati (OH) Public Schools	-Started 1974 -Partial immersion -Maint. biling. ed -Straight immers. in K -Local funding only -artic. w/jr. high, 1979	4 Spanish 3 French 1 German 1 Middle Sch. 9 total	930 Spanish 480 French 580 German 265 Middle Sch. 2225 total	76 (approx. total)	Spanish French German	German - 1 Spanish - ½	Mimi Mot Bilingual Program Coordinator Cincinnati Public Schools 230 East 9th Street Cincinnati, OH 45202 513/369-4937
Culver City, CA	-Started 1971 -No outside funding -Magnet School	1	149 total	5 (full-time)	Spanish	Some parent volunteers	Eugene Ziff, Principal La Ballona Elementary School 10915 Washington Boulevard Culver City, CA 90230 213/839-4361 Ext. 229
Hayward (CA) Unified School District	-Started fall 1975 -Magnet School -Local funds only -Strong parent support (money raisers) -Principal strongly supportive	1	81 total	3	Spanish	Some parent volunteers	Violet Fier, Spanish Coordinator Baywood Elementary School Hayward Unified School District Box 5000 Hayward, CA 94545 415/881-2792
Holliston, MA	-Started 1979 -Full immersion after the St. Lazhort model Grades K and 1	1	27 total	1	French	1	James Palladino, Principal Andrews School School Street Holliston, MA 01746 617/429-5211 617/429-1601
Milwaukee (WI) Public Schools	-Started 1977, Magnet Prog. -Begin with kindergarten (4-year olds) -K-12 program (subject content taught in 2nd language in secondary schools) -Full immersion after St. Lambert Model	2 total German K-6 French K-3 Spanish K-1	180 German 130 French 75 Spanish 385 total	16	German French Spanish	10	Helena Anderson Foreign Language Curriculum Specialist Milwaukee Public Schools P.O. Drawer 10K Milwaukee, WI 53201 414/475-8305

School District/City	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	No. of Aides	Contacts
Montgomery County (MD) Public Schools	-French started 1974 -Small outside funding -Articulation with junior high: one subject course per year for former immersion pupils	1 French	160 French	6 French	French	1 position (college volunteers, occasionally parents), high school interns	Gabriel Jacobs, Principal Four Corners Elementary School 325 University Boulevard West Silver Spring, MD 20901 301/593-1125
	-Spanish immersion	1 Spanish	42 Spanish	2 Spanish	Spanish		Louise Rosenberg, Principal Rock Creek Forest Elementary School 8330 Grubb Road Chevy Chase, MD 301/589-0005
Pittsburgh (PA) Public Schools	-Magnet Program -Started 1979 in grades 1 and 2 -Grade 3 added in fall 1980	3 total	52 German 51 Spanish 60 French 163 total	2 German 2 Spanish 2 French 6 total	German Spanish French		Leonard E. Glassner Supervisory Instructional Specialist Pittsburgh Board of Education 341 S. Bellefield Avenue Pittsburgh, PA 15213 412/622-3958
San Diego (CA) City Schools	-Title VII funded -Different program models in different schools	5 (includes one junior high school)	850 total	35 total	French Spanish	35 (native speakers)	Harold B. Wingard Curriculum Specialist, Foreign Language Education San Diego City Schools 4100 Normal Street San Diego, CA 92103 714/293-8440
St. Louis (MO) Public Schools	-Started 1976 -Foreign Language Experience -Magnet School K-8	1	240 total	3	Spanish French German	1	Susan Walker Wilkinson School FLES 7212 Arsenal St. St. Louis, MO 63143 314/771-4500
Tulsa (OK) Public Schools	-Starting Fall 1981 -Kindergarten immersion	1		1			Patricia Buckley Foreign Language Instructional Assistant Tulsa Public Schools P.O. Box 845208 Tulsa, OK 74145
Washington, D.C.	-Started 1966 -Independent -Double immersion, ½ time each English/French, English/Spanish, throughout elementary -Nursery through grade 12: subjects in two languages -Pupils 85 nationalities; staff 35 nationalities	1	530	60 full-time equivalents	French Spanish		Dorothy Bruchholz Goodman, Director Washington International School 3100 Macomb Street, N.W. Washington, D.C. 20008 202/244-0959



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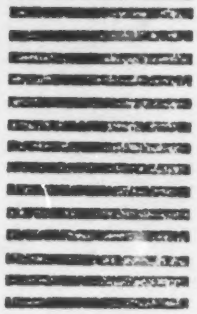

Survey of Elementary School Foreign Language Instruction

I. Are foreign language(s) currently being taught in your elementary school?

A. ☐ Yes, foreign languages are taught during the regular school day.
B. ☐ Yes, foreign languages are taught before and/or after school.
C. ☐ No, but we are considering starting a foreign language program.
D. ☐ No, foreign languages have been taught in the past in our school, but not currently.
E. ☐ No, we have never taught foreign languages.
F. ☐ No, but there is at least one other elementary school in our district that teaches foreign languages.

II. If you checked either A and/or B above, what language(s):

☐ Spanish ☐ French ☐ Latin
☐ German ☐ Other _____
specify

III. If you do have foreign language classes, please write the name, address, and telephone number of the person at your school we should contact for more information:

Name _____ Address _____
Title _____ _____
Phone ( ) _____ _____

Center for
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Linguistics

January 16, 1981

Dear Principal:

We at the Center for Applied Linguistics are convinced that there is an increasing interest these days in elementary school foreign language instruction in the United States. Since there has been very little investigation done on the state of elementary school foreign language programs, we have obtained funding from the U.S. Education Department to investigate the situation. A description of our project is attached. We are requesting your help by filling out the enclosed self-addressed stamped post card.

If you are interested in receiving a copy of the findings of our project, to be completed in October 1981, please make a note on your post card with your name and address.

We certainly appreciate your cooperation in our project.

Sincerely,

G. Richard Tucker
FLES Project Co-Director

Peter A. Eddy
FLES Project Co-Director

Nancy C. Rhodes
FLES Project Coordinator

P.S. A CAL bookmark is enclosed for you.

Enclosures

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